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# School Activities

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# As the Editor Sees It

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The individual Staff and Board members of SCHOOL ACTIVITIES do not necessarily agree with or support all of the ideas, policies, and practices reflected in this magazine. In fact, they often find themselves in disagreement with some of these items. Nor do they set themselves up as final authorities. They do aim to provide opportunity for an expression of honest opinions out of which, they hope, will ultimately come truth in activities. And they always welcome suggestions and criticisms.

Friday evening dances for students (admission, ten cents) are now being held in twelve Chicago high schools. Dancing lessons are given for an hour and a half before each party. One teacher manages and two chaperon the event. An intelligent educational as well as social event!

"'High School Self-Taught'--the complete four year course (all in one handy volume) only \$1.89." So runs a blurb concerning a currently published volume. Along with superstitions, political hokum, radio advertising, and other practices which collapse when discriminately thought about, this book and its idea represent fine material for a home room "take-with-a-shovel-of-salt" discussion.

We lose a helper. Since October, 1936, Mary Helen Green has been the hard-working and efficient Editor of our "Parties for the Season" Department. Some time ago, due to the pressure of other work, Miss Green asked to be relieved of this responsibility. Naturally, we are sorry to lose her assistance, and we wish her continued success in her new field.

We gain a helper. Following several months of investigation we have asked Miss Edna E. von Berge of the Kiser School, Dayton, Ohio, to become the new Editor of this Department, and we are happy that she has accepted. With a rich background of experience in

teaching, in directing the social activities of young folks and in publication, and with a flair for original devising, Miss von Berge slips easily into her position. We are glad to welcome her to our official family.

The secondary school, long dominated by the college, is now rebelling in no uncertain fashion; and this represents real progress. The first step to be taken by a progressive school which desires to make its offering more helpful is to discover just what proportion of its recent graduates went to college. Such a survey at Central High School, Kalamazoo, Michigan, showed that, in spite of the proximity of two colleges, 63.8 per cent of its graduates during the past fifteen, and 72 per cent during the past six years did not attend college. The results of such an investigation should healthfully jolt any community.

In the Berkeley, California, High School there has been organized a "High School Speakers Bureau" which promotes school-community understanding. This bureau supplies speakers for forums, panels, radio, and other programs. Why not originate and develop such an organization?

"One of the most rapidly developing activities in the extra-curricular field is the school carnival." So begins a recent article (see the "Have You Read These?" Department) describing one school's successful event. To which we react: (1) We doubt it; (2) If true, it is not complimentary to the schools. Again we emphasize that if band uniforms, contestants' expenses, athletic equipment, stage properties, etc., represent justifiable educational expenditures, they should be paid for in the same way that coal, light, desks, chalk, and other essentials are paid for--by the board of education. Any other method is illogical, cheap, undignified, and quite likely, in many instances, illegal.

# Home Rooms and How They Function in Selected Schools

LUCY T. BURNS

*Instructor, Senior High School,  
Nevada, Missouri*

**C**HECKING attendance and disciplinary control are becoming only incidental in the home room set-up of the modern high school. A guidance program with many ideals, under the leadership of interested and creative teachers, is being successfully carried out according to some research made of several schools throughout the country.

A prominent educator illustrates how the home room furnishes a favorable opportunity for developing ideals: A high school senior was the husky captain of the school's varsity football team and at the time probably the best tackle on any secondary school team in Greater New York City. This lad was "in bad" with the whole senior class, and most of all, with his home room, as a result of some "horse-play."

It was a tough job for the home room to discipline "Big Jake." The situation was tense. The doors were shut; it was a home room, a "family," meeting. "Big Jake" stood up. His speech was memorable. "Fellows," he said, "I never got into my head until yesterday morning in the home room, when you fellows were discussing manners, that manners were just another form of good sportsmanship. I'm sorry. If you are willing, I'll discipline myself."

A shout went up! The home room president relieved the situation and restored order when he said, "Jake, we are all for you. If you don't look out, you will grow up to be a man yet."<sup>1</sup> The conclusion of this incident is obvious—ideals are formed, in part, by what the group demands and accepts.

The fact that the home room functions in a great way in many schools gives confidence in the organization as a vitalizing agency in the schools of today. In the Jefferson High School of Los Angeles, "Setting Our Standards" was selected as the general subject for home room programs for one year. The discussions dealt with such topics as "Setting Our Standards in School Loyalty"; "Setting Our Standards in Scholarship"; "Setting Our Standards in School Politics"; "Setting Our Standards in Generosity"; and "Setting Our Standards in Honesty." These topics were timed in relation to the school program, scholarship being discussed when report cards were due, generosity at the time of the Christmas

charity drive, and politics at the time of student body elections.

Here is an outline of a typical program on the subject of School Loyalty:

1. General discussion of what school loyalty really is:

- a. Get members of the home room to define school loyalty in their own words.
- b. Show that loyalty cannot be forced; people cannot be driven to be loyal.
- c. Discuss things that make us loyal.

2. Discussion of the support of school regulations.

- a. Scholarship; make this emphatic.
- b. Self-government; show how necessary it is for every pupil to be loyal.

3. Discussion of enthusiastic support of scholastic activities.

- a. Support athletics; bring out immediate need for attendance of students at every football game, encouraging the team to the last minute, regardless of whether winning or losing.

b. Support of other activities.

(1) Student body assemblies; show need for both order and interest.

(2) Club activities; point out the need for the student's finding a club that he would like to join.<sup>1</sup>

The home room programs in the Winfield, Kansas, High Schools give the first two weeks for the study of parliamentary procedure and the evaluation of valuable officer traits. Elections are held at the end of the second week. The third week is used for the study of school traditions. Citizens are asked to come in to give some traditions of the school. Fourth week, they study the rules and regulations of the school; fifth, patriotism; sixth, thrift; seventh and eighth, health.

After all home rooms participate in these general studies, the courses divide. The tenth grade program includes: "How to Study," and the study of cartoons, current literature and art appreciation; the eleventh grade gives seven weeks to scientific developments, in which the science department presents experiments, discussions, and demonstrations. Then five weeks are given to "Appropriate Dress and Behavior"; another five weeks to "Bud-

<sup>1</sup> Fretwell: *Extra-Curricular Activities in Secondary Schools*, ch. 2.

<sup>1</sup> *School Review*, 12-29, p. 780.



geting and Home Management." The twelfth grade studies "Ethics in Business and Professional Life." Leaders in the community come in to discuss ethics. The last five weeks are used for study, "Why Go to College?" Questions are answered on college practices, costs, curricula, and college standards.<sup>1</sup>

Cedar Rapids, Iowa, uses such a project as "Why is America called the Land of Opportunity?" A lesson taken from the project is on the subject: "Who are some outstanding immigrants?"

1. Bell, inventor of the telephone, born in Scotland, advanced education of the deaf.

2. Pupin, from Serbia, was Columbia University professor fifteen years—helped to invent the X-ray machine.

3. Carnegie, with record "from messenger boy to millionaire," is from Scotland, and his libraries are in thousands of cities.

4. Dr. Steindler, orthopedic surgeon—skilled in the prevention of children's deformities—born in Vienna.

5. Zukor controls Paramount program.

6. Bok used his influence for worthy reforms.

7. Riis from Denmark, is one of the outstanding social workers of his time.

8. Steiner from Vienna, sociologist, lecturer and author.

Another question pertinent to the topic: "Do you know of any foremost citizens of our town who came via Ellis Island?" Still another question for the project: "Do you realize and appreciate the opportunities open to you?" In this connection Berton Braley's poem entitled "No Chance" is an inspiration to youth:

"With doubt and dismay you are smitten,  
You think there's no chance for you, son?  
Why, the best books haven't been written,  
The best race hasn't been run;  
The best score hasn't been made yet;  
The best song hasn't been sung,  
The best tune hasn't been played yet.  
Cheer up for the world is young.

"The best verse hasn't been rhymed yet,  
The best house hasn't been planned,  
The highest peak hasn't been climbed yet,  
The mightiest rivers aren't spanned;  
Don't worry and fret, faint-hearted,  
The chances have just begun  
For the best jobs haven't been started,  
The best work hasn't been done."

Another project used in Cedar Rapids was: "Are education and training essential to success?" The lesson on this project was: "How

may a pupil prepare for his career in high school?" Twelve questions were given for every high school student to consider:

1. Which study is the most interesting to me?
2. Which is the least interesting?
3. Have I a gift for music?
4. Have I a talent for art? in design?
5. Am I skilled with my hands?
6. What can I do better than others at my age?
7. What is my greatest achievement?
8. What is my hobby?
9. In which of the following lines am I more interested?
  - a. Professional career
  - b. Business
10. Have I the qualities of leadership?
11. Do I prefer to deal with human beings, or to concern myself with materials, facts, ideas, systems, and programs?
12. Is my determination strong enough for the achievement of my ambitions?<sup>1</sup>

The Ponca City, Oklahoma, Junior High Schools hold an activity or home room period between 1 and 1:30 o'clock each afternoon. Arrangement by days: Monday, home rooms; Tuesday, clubs; Wednesday, intramurals, home room business, and program practices; Thursday and Friday, assembly or home room. Topics discussed in the home room include: "Adventures in Tolerance," "Charm" (girls), "Determining Your Price Tag," "Hobbies," "Introductions," "Junior Etiquette," "Making the Most of What You Have," "Parliamentary Procedure," "Personal Appearance" (boys), and "Table Manners."<sup>2</sup>

Among many objectives for home rooms in the Detroit schools is the training of character and teaching citizenship which includes six traits: leadership, service, co-operation, courtesy, reliability, and self-control.

The Detroit schools submit a lesson on "Tardiness." Pupils list on the board the consequences of tardiness:

1. Missing important notices read in the home room.
2. Disturbance to class.
3. Inconvenience to friends who have to wait.
4. Habits of unreliability.
5. Poor reputation for student and his home room.

The next thing to take up is, "How can I

(Continued on page 221)

<sup>1</sup> Evans and Hallman: Home Rooms.

<sup>2</sup> Clearing House, V. 11, pp. 233-236.



# Movie-Making Moves In--To Stay

IT'S another science club assembly."

That is what students said when the curtain was drawn. The stage was set with natural shrubbery on one side and with a long table loaded with instruments on the other. After a moment a group of students dashed in carrying more instruments. First came a tripod. Then followed a light meter, a floodlight, a pair of field glasses, and last of all the key to the mystery—a movie camera.

These students then actually made a movie of a caterpillar crawling on a leaf. As each step in the process was being acted out, the conversation explained the procedure. A Goerz reflex focuser was used, after a student with the field glasses had discovered the caterpillar (placed beforehand) on a leaf. In order to get the picture with artificial light, a floodlight was used. The cameraman explained why he put a filter on his lens when using color film. Then he explained how the turret on the camera brought lenses of varying focal lengths into position to register on the film.

When the filming process was finished, the house lights were dimmed, and a finished film was projected on the screen. Students and teachers saw their own faculty and student body in their every day activities. They saw the science classes at work. They saw the manual training class, the school orchestra, and the football team all in life size screen images, and all moving in their natural cadences. Underneath all of the interesting presentation of the whole assembly period, they saw the movie club in action.

Hundreds of schools are taking advantage of this fascinating new hobby. It is an extra-curricular activity that contributes to the effectiveness of the class work and of every other school activity. There are as many kinds of movie club programs as there are movie clubs, but each club fills a niche in the life of the school of which it is a part.

Probably the largest variation between types of movie clubs is in whether or not the club takes its own movies. Some clubs have not found a way to purchase a movie camera, and the school board is not ready for such an expenditure. Projectors are, however, becoming increasingly recognized as essential equipment for the modern school system. Therefore, there are many movie clubs that confine their activity to studying projection equipment and its uses. The number of uses that have been discovered is surprising, even to the initiate. In a later article, we will discuss some of these uses in detail, but suffice

ROY F. SCOTT

*Assistant Manager of Educational Division, Bell and Howell Company, and Director of Activities of the National Association of Community Centers, Chicago, Illinois*

it for the present to say that the most prominent uses are probably visual education, entertainment, community and school loyalty promotion, parent-teacher programs, athletic and musical training, and school publicity.

The movie club proves a valuable aid to the purchasing agent or school board in the task of selecting equipment and in handling films. Its members know that you can make pictures on a wall with a flashlight and a film, but they also know that satisfactory movies depend upon precision equipment and good films. They will demand a rotary shutter that revolves a number of times during the projection of each frame. They will demand gear driven mechanism for absolute steadiness of screen images. The optical system must be readily accessible for cleaning, to have the approval of these enthusiasts who study the art of motion pictures. They will explain that film which is ready to be projected must have characteristics exactly opposite to those that make a film most suitable in the camera. The film which is being exposed in the camera must be soft and porous to capture the fine detail and the delicate light and color values of a really good picture. Its nature must be completely changed for it to do a good job in the projector. Therefore, the movie club will demand that the school films be vaporated to make them tough and impervious and to insure their pliability. They will insist that their projector must not exert a pressure on the face of the film as this scratches the emulsion in which the picture is suspended. If they have made an advanced study of their subject, they will want a light meter test to determine that the screen images are sufficiently bright and evenly distributed throughout the entire picture area. Facts such as these are stock in trade for the movie club. They may mean large savings through the prevention of film damage. They are almost certain to mean more satisfactory experiences with the projection unit which has been scientifically selected.

In addition to studying the working mechanism of projectors, the "projector type" of movie club develops proficiency in operating the equipment, enabling members to serve as projectionists for the school in assemblies, for

class-room film presentations or on other occasions.

Clubs that start out as "projector type" usually become dissatisfied with merely projecting movies that someone else has taken. Then the larger phase of the club activity begins. A camera is purchased by the club, the school or by some individual whose interest and financial status justify the expenditure. Until recently such purchases were usually made from funds raised by the projection club. Today, however, schools and colleges have recognized the value of motion picture records of athletic contests and games, and frequently the athletic department or the alumni association has purchased a camera for such use.

Usually one of the first things that is filmed with the school movie camera is a football game or track meet. Both of these contests lend themselves readily to motion picture photography. Well-chosen sequences of distant views and close-ups render a very pleas-

ing account of either of these popular sports. Slow motion pictures add a great deal to such movies. These effects give a picture a professional touch, yet are easily produced by the amateur movie fan or club member.

One of the most fascinating and educational interests of the movie club is the production of special effects through use of lenses of varying focal lengths, and these effects are equally valuable in teaching music, penmanship, science, or swimming. The FILMO 70 Movie Camera which nine of the "Big Ten" Universities and hundreds of high schools and colleges use for filming every football game, provides a choice of three focal lengths of lenses instantly available for close-ups (telephoto), normal shots, or wide angle shots. There are seven speeds at which sequences may be made. The number of frames per second that the camera makes is inversely proportional to the speed with which the motion is reproduced on the screen. "Slow motion"



STUDENTS AT SENN HIGH SCHOOL, CHICAGO, RECEIVE INSTRUCTIONS

shots are usually made at sixty-four frames per second. When projected at normal speed (16 frames per second) the time required for a movement which was executed in one second is extended on the screen to four seconds. This makes possible a detailed study of complicated and rapidly executed movements.

The well executed movements of advanced students or teachers are filmed and projected over and over until the students become adept at the skill being studied. Movies of students performing the same movements are valuable as a means of discovering mistakes in form and procedure. Needless to say, the movies increase the importance of every activity, not only for the club members who make the pictures, but for the participants who realize that they are being "put on the celluloid." (Incidentally, amateur film for 16 mm. cameras and projectors is not celluloid; it is both non-explosive and slow-burning film.)

The movie club is not a fad. Its usefulness to every activity of school life precludes its passing. When you are reading this article, the number of movie clubs will have increased considerably over what it is as these words are written. The types of situations in which motion pictures are used will also have increased. No one can say what the movie clubs of tomorrow will be doing, but the casual observer and the infatuated enthusiast will agree that the movie hobby has moved into the field of school activity, and moved in to stay.

## Let's Be Fair With Our Officials

E. A. THOMAS

*Executive Secretary, Kansas State High School Activities Association, Topeka, Kansas*

The problem of providing adequate and proper fees for high school athletic officials is one of the most pressing before us today. In all sections of the country there are complaints because the average fees are not large enough, and the available information indicates that many of the complaints are justified. The remarkable growth of the high school athletic program throughout the United States has been so astonishing in its proportions and the athletic directors and administrators have been so busy in their attempts to provide the color and pageantry that goes with the bigger show, aside from their efforts to meet the increasing expenses of more and better athletic equipment, that they have left the official out of the picture. He is really the forgotten man. Many of the better officials who are not compelled to accept assignments in order to meet the demands of the

family budget are dropping out, and it is regrettable that so many school administrators have failed to see the picture in its proper setting.

### BUDGETING NECESSARY

Among some of the smallest high schools the struggle to keep afloat is tremendous, but in the average school it is not sufficient to offer as a reason for the small fees the fact that the school runs behind in football. If a good athletic program is to be maintained, it is not fair to open the meeting with a statement that the school will have a hard time to balance the budget and therefore the fees of officials will have to be kept at a minimum. Schools must estimate their total expense for the year and plan their budgets accordingly. They must have good equipment, good playing fields, and good officials, and they cannot justify the expenditure of thousands of dollars on the other items and at the same time refuse to pay the officials fees which are comparable in the maintenance of their whole program. Every item of expense must be figured, as well as every possible source of revenue, and substantial fees for efficient officials must be considered. Then if it is impossible to balance the budget, a general retrenchment program all along the line should be initiated. Good officiating plays a part far too important to make it the first target for those who wish to cut expenses.

### SCHEDULE OF FEES

The proper method is to establish a standard schedule of fees for the schools of various classes. In the golden days of milk and honey, even prior to the first depression, we had a standard schedule for officials in Kansas but we were forced to abandon it, and our officials obliged by working for ridiculously low fees. As far as school athletics is concerned, the depression is over, although many of our schools have failed to recognize that fact. As an example, the writer recently heard complaints that there were no good officials in a section of this state where they play real, high class football before large crowds, and he learned that the standard fee is five dollars per official. Is it any wonder there are no good officials? It is not uncommon in the leagues of this particular section, as well as others to which the same comment may be applied, to spend large sums of money on fine playing fields, flood-lights, and excellent equipment for their players. At their games hundreds of musicians dressed in fancy band uniforms parade and maneuver between halves, while they carry instruments that cost thousands of dollars. Then the official is handed his pay envelope with the customary fee enclosed. It just doesn't register properly.

The average good football official in many

(Continued on page 216)



# Some Negative Rebuttal Plans

RESOLVED: *That the United States Should Establish an Alliance with Great Britain.*

IT IS not very often in the preparation of any debate subject that the proponents of either side of the argument show signs of despair over their prospects of working up an effective case. When, however, a debater says, "I wish I knew just one good reason why the United States should form an alliance with Great Britain," the zeal of that particular debater for the affirmative side of the case is definitely weakening. It is this type of statements on the part of the affirmative that point out in no uncertain terms the elements of strength in the negative side at least in so far as the rebuttal is concerned.

Every debater should know that it is in the rebuttal speech that the actual debating begins. Constructive speeches could well be compared to the well grounded foundations of a New York skyscraper onto which the steel frame work is constructed. Onto this frame work may be built an office building, a hotel or a department store. It is the same in the debate. The constructive speech is the foundation and frame work onto which may be built any type of debate structure. This finished construction of the debate case to suit any particular set of conditions that might arise is accomplished in the rebuttal section of the debate.

If the negative really wish to be effective in rebuttal, they must be diligent students of the latest newspapers and periodicals. They must take every opportunity to watch the developments of the present European situations. Every movement of the totalitarian states of Germany and Italy must be watched, and the resulting actions of the British government must be taken into consideration. Without an up-to-the-minute knowledge of conditions in Europe the debater will be unable to produce effective rebuttal speeches.

Another world event that should be followed very closely by the negative debater in his preparation for effective rebuttal is the Pan-American Conference in Lima, Peru. This Conference may result in a closer co-operation between the United States and the other nations of the Western Hemisphere. It might even result in an All-American defensive alliance.

This alliance of the nations of the Western Hemisphere could be a counter proposal of the negative against the alliance with Great Britain. With the great development of European dictatorship today, and the comparative

HAROLD E. GIBSON

Coach of Debate, MacMurray College for Women, Jacksonville, Illinois

weakness of Great Britain in stopping the growth of these dictatorships, it looks as if the alliance of the nations of the Western Hemisphere may be a solution to our problem.

The remainder of this discussion will be for the purpose of pointing out just how the negative may be successful in meeting the arguments of the affirmative.

The first thing to do when planning the rebuttal material for the negative is to determine the points of weakness in the affirmative case. When the main weaknesses in the affirmative case have been selected, the negative should make every effort to drive their opponent upon those points. Some of the major points of weakness in the affirmative case are:

*The weakness of Great Britain in her recent dealings with Hitler shows that she would not make a good ally.* The affirmative have one very definite weak spot in this case because of the great weakness shown recently by Chamberlain in his dealings with Hitler. There seemed to be definite evidence that Great Britain would take almost any action to benefit herself to the detriment of her allies. The question naturally arises as to whether or not a similar action would not result from an alliance with the United States.

This tendency of Great Britain to save herself at the expense of her allies has been noticed not only in her recent dealing with regard to Czechoslovakia. It has also been witnessed actually by the United States because of the failure of Great Britain to repay her World War debt to this country. The fact that Great Britain cannot be trusted as an ally is a great weakness in the case of the affirmative.

*The negative is able to propose and defend a better solution to our problem than the alliance with Great Britain.* The affirmative has the great disadvantage of being forced to propose and defend a change from our present foreign policy, but in addition they must defend themselves against a counter proposal of the negative which may be a much better solution to our problem than the British Alliance.

This two-headed defense that is forced upon the affirmative by this dividing the question is a definite weakness in the affirmative case.

#### SAMPLE NEGATIVE REBUTTAL ARGUMENTS

In the section immediately following will be found a group of arguments that are likely to appear in practically all debates. These arguments are essential to the establishment of practically any affirmative debate case. Following the statement of each affirmative argument will be found a suggested negative refutation. These suggested refutations are not to be considered by the debater to be the only or the best refutation for the arguments given.

**Affirmative Argument.** A careful study of the attitudes of the American people will indicate quite clearly that they are in favor of our entry into an alliance with Great Britain.

**Negative Refutation.** The affirmative have made the statement that the American people are in favor of the entry of the United States into an alliance with Great Britain. To begin with, they have not given us the authority for their statement. No national poll has been taken on this subject, but we have had many indications to the contrary in the past. Bruce Bliven, writing in the *New Republic*, says, "The American people have indicated decisively and on several occasions their desire to remain aloof from European international politics." This statement from such an authority as Mr. Bliven points out the fallacy of the affirmative argument.

**Affirmative Argument.** There is a great need for an alliance between the United States and Great Britain because both nations have similar interests in China.

**Negative Argument.** The affirmative are pressing their argument for the need of an Anglo-American alliance because they say that both nations have similar interests in China. Now let us study the interests of both nations in China. Great Britain carries on a great amount of trade with China, and so naturally is interested in keeping the peace in that country so that the trade will be carried on unmolested. On the other hand, the United States is primarily interested in stopping the imperialistic development of Japan. The United States is opposed to the development in China today, since it vitally affects our Far Eastern policy. J. M. Kenworthy writing in the December 1932 *Current History* says, "A large portion of the British press, and at least one of the great political parties in Great Britain, have either supported or excused the Japanese proceedings in Manchuria. Thus we can see that the basic interests of Great Britain and the United States in China are not the same."

**Affirmative Argument.** No longer do Americans desire to keep away from all alliances, but they favor an alliance with Great Britain.

**Negative Refutation.** The affirmative have made the statement that the American people are in favor of an alliance with Great Britain. Joseph P. Kennedy, our present Ambassador to Great Britain, said in a speech on April 1, 1938, "It must be realized that the great majority of Americans oppose any entangling alliances. Most Americans insist that their country retain its independent and unmortgaged judgment as to the merits of world crises as and when they arise. . . . My country is unwilling to bind itself to any course of action in the future without an opportunity to examine the situation in the light which then envelopes it."

It would appear as if the statement of our British Ambassador, Mr. Kennedy, points out that we are not so much in favor of an alliance with Great Britain as the affirmative are attempting to have us believe. Until some official change is made in our policy we will not desire an Anglo-American Pact.

**Affirmative Argument.** Great Britain is desirous of receiving the aid of the United States through an alliance.

**Negative Refutation.** On the surface it would seem that the affirmative contention that Great Britain desires an alliance with the United States is correct. A more careful examination of the facts will show, however, that this is not the case. A great many Englishmen look upon the people of the United States as a group who feel that they are God's appointed to all international disputes. They point to the Spanish-American War and the Treaty of Portsmouth as examples of the fact that the United States feels that it can settle all international disputes. Such a feeling does not make for a friendly feeling in Great Britain toward the United States. Upon other occasions the United States has proposed Disarmament Conferences, the Kellogg Pact, and the Nine-Power Pact. All of these have aroused the jealousy of the British people. They will in all probability prefer to get along without the aid of the United States.

**Affirmative Argument.** We would have an alliance because it will allow the United States to protect its interests in the Far East while Great Britain protects its interests in Europe.

**Negative Refutation.** The affirmative are proposing the adoption of the alliance because it will allow Great Britain to protect its European interests while the United States is protecting its interests in the Far East. A study of conditions in the world, however, will show that this is not the case. We will admit that both nations are sincerely desirous of peace, but that they are so vitally interested in the defense of their own vital interests to risk a war in the section of their

ally. Walter Lippman says, "I believe, though I regret it, to co-operate politically where co-operation implies or involves the risk of war is a thing that the two countries are unable to do at the present time." From this we can see that even though the two nations should co-operate in the fields of their own vital interests that they will be unable to do so at the present time. If this is true, we do not need the alliance.

*Affirmative Argument.* The fervor with which Great Britain is courting the friendship of the United States should be evidence of the desire on the part of the British people to form an alliance with the United States.

*Negative Refutation.* The affirmative have pointed out the great interest of the British in the formation of an alliance with the United States. We too have been interested in the growth of this interest. Why is it developing today, while in former times Great Britain scorned the United States? Is it because of the loss of face by the British foreign office over the affair with Italy in the Mediterranean? Could it be that Great Britain is losing its power to combat the growth of Germany and Italy? "As history only too eloquently records, John (John Bull) never, never discovers an 'affectionate relationship' to America unless he is shaking in his boots. At other times he indulges in his 'customary luxury of insulting us'."

We wonder if this is not the case at the present time. Great Britain is again in a compromising position, and needs the aid of the United States. Will we offer her an alliance now when she has consistently refused to consider us as an important power in the past?

*Affirmative Argument.* The only way to stop the imperialistic tendencies of Japan is through the Anglo-British alliance.

*Negative Refutation.* The affirmative feel that the only way to stop the imperialistic tendencies of Japan is through the alliance with Great Britain. Raymond Leslie Buell of the Foreign Policy Association says in referring to the Panay incident says, "This and other dangers confronting the United States can be reduced therefore only by a foreign policy based on positive co-operation with like minded powers." Thus he feels that the United States will have to enter into a policy of international co-operation, not alliances, if she wishes to control Japan.

*Affirmative Argument.* We should combine with Great Britain immediately in order to eliminate or reduce the chances for war.

*Negative Refutation.* The affirmative believe that the United States should form an immediate alliance with Great Britain because such a combination supposedly will eliminate the chances for war. Professor B. B. Kendrick

of the Woman's College of the University of North Carolina believes that "for the present and immediate future, isolation is forced upon the United States because no country in the world is willing to co-operate with us in the service of democratic objectives."

It is true that England, France, and Russia might become interested in co-operating with the United States to stop future wars. When the time comes that they are willing to co-operate we will find that conditions are very much the same as they were in 1917-18 and that we are merely pulling their chestnuts out of the fire.

Professor Kendrick finally concludes, "If we undertake co-operation with them now, we shall not merely risk but actually incur war."

It seems as if the proposal which the affirmative are so confident will stop war is really another method of involving the United States in the coming war.

*Affirmative Argument.* We should form the alliance because there is no danger that Great Britain will become dominant over the United States.

*Negative Refutation.* The affirmative do not seem to have any fear that Great Britain will become domineering over the United States in the event that the alliance is formed. Many Americans feel that any alliance or trade treaty with Great Britain is just another farce and another entry of foreign control. Many feel that our government will have no more to say about the basic terms of the treaty than will Japan. We must remember that practically everything that we must get from abroad today is controlled by the British. They control the world's supply of rubber, tin, nickel, newsprint, and paper pulp.

When Great Britain, through her bankers, has the control of these vital commodities how can the United States hope or expect to get a treaty that will be satisfactory to our people? We feel that our experience with Great Britain has been such that we cannot expect to get a satisfactory trade treaty from Great Britain.

Modern education comprises all of life. It evolves in harmony with the ability, needs, and capacities of the learner. It aims to provide abundant, wholesome experiences for children and youth throughout the living day and during the entire year. The education process extends from the cradle to the grave, and it reaches the lowliest but, as well as the most pretentious palace. The handicapped share equally with the mentally and physically sound in its opportunities and benefits.

—Lester K. Ade.



# Pounding Hearts and Clicking Turnstiles

THE ball swishes through the net. Before it can drop to the floor a player of the opposing team seizes it, steps out of bounds, and whizzes it down toward the other basket. Ten men charge furiously down the court. They manoeuvre dizzily around until one of them breaks loose from the pack, receives a pass, and catapults the ball up toward the backboard. It drops through the rim and the mad rush is on again, this time back to the other end of the court.

Such is the effect of last season's change in the basketball rules, which eliminated the center-jump after a basket was scored. Under the old rule the ten men walked back to the center of the floor, lined up, and waited for the referee's whistle to start play again. This brief interlude gave them a moment to catch their breath and to get a tiny bit of relaxation. Now, under the new rule, the team scored on quickly takes the ball out at the end line and by fast passing tries to get it down to its own basket before the opposing team can drop back on the defense. Thus basketball has become a game of almost perpetual motion.

But that isn't all. On the Pacific Coast where the no-center-jump rule has been in effect since the 1935-36 season, careful check-ups have shown that six to ten minutes of actual playing time have been added to a regulation forty-minute game. All this simply by the elimination of that walk back to the center of the court after the basket is scored.

Great for the spectator—but how about the player?

Last spring, after a season's trial of the new rule on a nation-wide basis, the sports pages resounded with arguments for and against it. The spectators were now getting a run for their money. The players were being worn to a frazzle. The game was now the most exciting of sports. The hearts of high school players were being strained. Players in good condition could not get strained hearts, perhaps, but all players were not in good condition. And so on.

What is the truth of the matter? It is too soon to draw any hard and fast conclusions. However, the evidence so far seems to indicate that the accelerated game is more wearing on the players. A few studies have already been made in an attempt to determine how the new game affects the player physiologically. Loss of weight, heart action, pulse recovery, and other criteria have been considered. The results of these studies indicate

GEORGE WEINSTEIN

322 Belmont Avenue, Newark, N. J.

that the new game unquestionably does take more out of the player than the old one did. Too much? Quite likely if you stop to consider that the old game was no charade contest either.

The National Basketball Rules Committee evidently feels that way about it, for it has made some slight changes for the new season. The 1938-39 rules increase the number of rest periods and lengthen their duration. Five time-outs are now allowed each team instead of three, and these periods are now two minutes long instead of one. The intermission between quarters for high school players has been increased from one minute to two. College games, which were formerly played in two twenty-minute halves, may now be divided into four ten-minute quarters.

The primary reason for eliminating the center-jump was to reduce the premium on height. Basketball was becoming a game where only six-footers could make the grade even in high school. Six-foot-six centers were not uncommon on high school teams. Height still is a factor but the new rule, which allows one center-jump at the start of the game and another at the beginning of the second half, has minimized the importance of a tall center. Under the old rules this player, by using his height to control the ball as it was thrown up at the center-jump, gave his team a commanding edge at the start of each play. Now after a basket is made, the team scored on is given the ball and thus has a chance to score a basket of its own.

The sponsors of the new rule had another purpose in mind—the breaking up of rough play on the center-tap. Guards and forwards, jockeying for position, almost invariably fouled each other as the ball was being thrown up at center. Many of these fouls went undetected, for with one official handling the game, most of his attention was focused on the toss-up of the ball.

But it looks as if this attempt to remove a few objectionable features of basketball may have created some others even more objectionable. A few years ago Lawson Robertson, well-known Olympic and University of Pennsylvania track coach, charged that large numbers of high and prep school athletes were burned out by too arduous practice and too much competition. Robertson felt that the best interests of the boy would be served by

confining interschool competition to the senior year. The first three years could be spent in the less exacting intramurals. Robertson's contentions were hotly challenged by secondary school coaches, but this wise old veteran had seen thousands of boys come and go, and was in a position to know what he was talking about. The chances are that we are going to hear many more such charges from now on.

What is the answer? Basketball is our most widely played indoor athletic sport. It is estimated that a million or more players take part, a goodly percentage of them on high school and college teams. Many millions more come to see them play. Last season there was a sharp increase in attendance figures all over the country. Evidently the new speeded-up game was enthusiastically approved by these grandstand devotees.

Under the set-up of athletics in our high schools and colleges the paying spectator is an important consideration. In too many cases he is the most important consideration. For this reason it is quite conceivable that any attempt to slow the game down to its former tempo, with a possible slowing down of customer appeal, might meet with opposition.

However, coaches and athletic directors who are more concerned with pounding hearts than with clicking turnstiles, are giving serious thought to the subject. Numerous remedies have been suggested. Some coaches advocate the use of two teams in a game, each to play alternate quarters. Others want the referee to hold the ball for ten seconds after each basket is made. Still others insist that the only solution is the return of the center-jump with its accompanying breath-catcher.

Additional suggestions are that stricter physical examinations be given team candidates at the beginning of the season; that players be frequently examined during the playing season and very closely checked after returning from an illness or injury; that more substitutes be used; that practice sessions, especially scrimmages, be cut down; that shorter schedules be played.

In all fairness to the new game it needs further trial and study before we can make any authoritative conclusions about permanently harmful effects. There is no doubt that at least temporarily it does put a heavier tax on the player's energy. Whether the minor modifications for the 1938-39 season will help, remains to be seen.

In the meantime, let's hope that a crop of damaged hearts does not result.

All other knowledge is hurtful to him who has not the science of honesty and good nature.—*Michel de Montaigne.*

## The School Magazine

BRUCE KAFAROFF

*Cos Cob, Connecticut*

Sometimes you will read a magazine published entirely by high school students that is the equal of many professional magazines. It will have excellent art work, an attractive format, and the reading matter will have real quality. More often you will find student magazines with little or no art work, an indifferent or actually cheap appearance, and poor contents.

There is seldom any connection between the size of the school and the quality of the magazine. Many very small schools produce excellent magazines, and many large schools are represented by magazines of no real worth.

Producing a good school magazine, one that the student body and the community may be proud of, is not a matter of spending a great deal of money or of using expensive paper and cuts. It is a matter of working together, the staff with the student body; of using enthusiasm and ingenuity; and of studying professional magazines.

The editor of a school magazine should be willing and able to recognize and develop talent. In every school there are students who can write well; often they do not know their own talents, and believing themselves not good enough, never attempt to contribute anything to the school magazine. Every teacher, and particularly the teachers of English, should be interested in the magazine, and should encourage students to write for it, even give definite assignments. The best work produced in any class should be submitted to the magazine.

When a magazine gets into a rut, extreme measures must be taken to effect a cure. If the magazine has always used the same type cover, and that cover is conservative, the revival issue should have a flashy, stunning one. There is at least one student with artistic talent in every school, and usually there are several. The new cover may be designed by one of them and carved on a linoleum block. Inside the magazine there may be smaller illustrations made with the same process. These will cost very little and yet be almost as effective as an illustration made from a printer's cut.

The literary material should be as nearly as possible representative of the whole student body. Too often school magazines are written entirely by members of the staff or by a certain group of students. This dampens the en-

*(Continued on page 210)*

# For Bicycle Safety

ALFRED L. LORENZ

Director of Physical Education, Public Schools, Valhalla, New York

**A** QUOTATION from a booklet published by the Travelers' Insurance Company states the case of the bicycle problem very neatly. "*Deaths in automobile-bicycle collisions increased again last year. The bicycle problem needs attention!*"

There are eight million bicycles in use throughout our country today—more than were in use in the "gay nineties," heyday of the wheel. This increase in usage has been accompanied by an increase in cycle-automobile accidents. In 1935 there were 350 fatalities, the majority of them children; 13,000 injured. In 1937 there were 810 killed; 31,890 injured.

Realizing the large number of children involved in these accidents the Metropolitan Life Insurance Company states in a bulletin, "Clearly the problem of preventing bicycle accidents on the highway is largely one of preventing accidents to boys of school age. As a matter of fact, if the figures were broken down to show the rate for ages 13 to 16, the problem would be found concentrated very largely in that even narrower age range." That puts the problem right in the lap of the schools.

Parents can assist in decreasing the bicycle fatalities total. The purchasing of the wheel, usually the parent's job, is an excellent place for the school to begin working for safety. The teacher's assistance in this problem can be much more intelligent if he, too, is in possession of the pertinent facts.

The variety of types, of qualities, and of prices of bicycles offers a subject for thorough research. One should not be fooled by the chromium accessories that trick up the modern bike. No one should purchase a bicycle without looking into the more important features of the wheel's construction. The wheel should be light in weight, with double tube tires, and with a single bar frame made of seamless tubing. It is important that the bicycle be of correct proportions for the rider, guaranteeing him comfort and therefore some degree of safety in riding.

After the wheel is purchased, the youngster should be instructed to its proper care. Spokes should be kept in adjustment, as should cones and chain. The rider should know how to tighten up handlebars, fork, pedals, pedal pads, grips, seat, and hubs, should they become loosened. Proper instruction in the lubrication of chain, chain wheel bearings, sprocket bearings, and fork bearings should also be given.

Besides learning and teaching selection and

care of bicycles, the teacher can also help in a more direct manner. Observing his cycle-minded students zooming about the playgrounds or near-by streets, he may have never raised the question as to whether those students are equipped with sufficient bicycle control or "balance skill" to safely venture on the trafficked highway. Yet all falls and most other accidents are attributable to the rider's lack of skill sufficient to keep him calm in an emergency. The following skill tests have been used as the basis of license and registration tests, tests that are simple enough for the interested reader to give on his own playground:

Chalk a lane 3 feet wide down a 75-foot stretch of level road. If the rider can "slow-ride" that distance in not less than 30 seconds without going outside the lane marks, he has sufficient "balance skill." He should be kept off the highways until he has performed this test with ease.

Chalk two circles from a common center—one 20 feet in diameter; the other 28 feet in diameter. Have the cyclist ride the lane between the circles both clock-wise and counter clock-wise, using the outside hand to steer the wheel while the inside arm is outstretched as in giving a signal to the driver of a vehicle behind him. If he can hold his hand out and cycle around the lane twice without losing control of his wheel, you can feel sure he will be able to give this signal on the highway without nervousness or losing his balance.

A very important exercise is to practice passing the bicyclist in your automobile, so as to get him accustomed to the feel of a car passing in close proximity and thus lose the nervousness that often causes accidents on the highway. If these skills are definitely established, the cyclist is ready to use the highway for his purpose—cautiously and carefully but not nervously, because he is equipped to handle himself and his cycle.

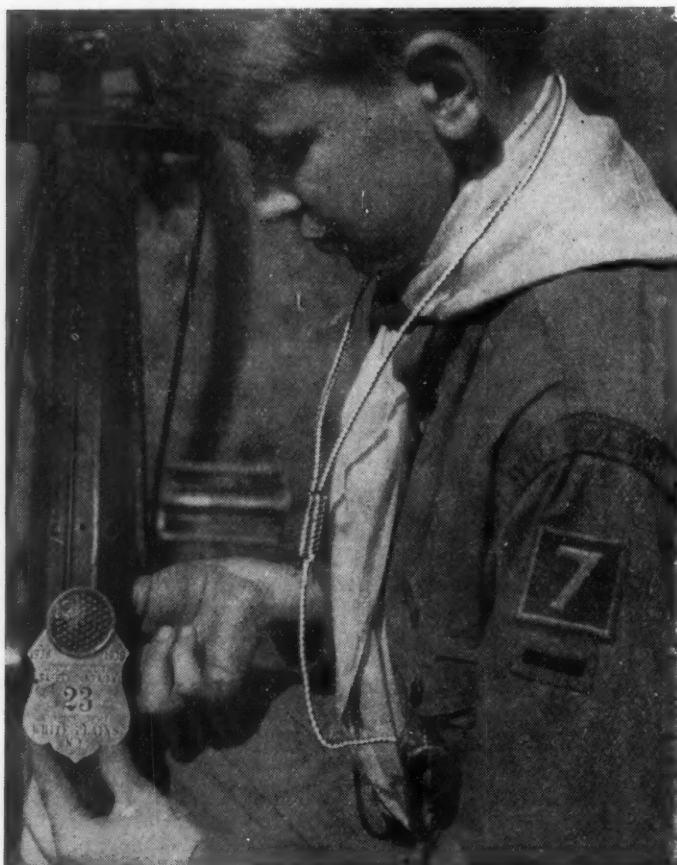
It is wise to give the young rider a few rules of the road, rules that he should learn and observe just as conscientiously as must the automobile driver. Here are some recommended by the National Safety Council.

1. Obey all traffic signs and rules.
2. Always signal before making turns.
3. Walk across heavy traffic.
4. Ride single file—don't weave about.
5. Watch carefully at railroad crossings.



6. Keep out of car tracks and ruts.
7. Never "stunt" or race in traffic.
8. Avoid all "hitching"—it's dangerous.
9. Never carry passengers or drag children on other vehicles.
10. Carry parcels in racks or carriers.
11. Use extra caution on all sidewalks.
12. Get off the roadway to make repairs.
13. Wear light-colored clothing at night.

Another approach to a solution of this problem is through law and regulation. Recogniz-



*"Inspected, approved, and registered" is this bicycle. The details of these procedures are explained by Mr. Lorenz in the accompanying article.*

ing this fact, many cities throughout the country have taken definite steps by passing ordinances regulating and controlling bicycles. Licensing and registering have been found to be extremely helpful in controlling the situation, and police departments, school authorities, Boy Scout troops, parent-teacher associations, and a variety of civic organizations have become bicycle-safety minded enough to instigate and nourish these ventures.

The Bicycle Safety Bureau, with national headquarters at Palisades Park, N.J., has gone

a step farther with this licensing idea. They have initiated a project which may be shared by the safety council or police department of *any* town. For instance, the Council ascertains through the school authorities the number of children interested in obtaining license plates. This data is forwarded to Palisades Park, from where are sent out applications and certificates bearing safety rules and regulations printed on the reverse side. Applications and fees of 25 cents are collected by the school authorities and turned over to the local police department, who request the Palisades Park Bureau to issue the required number of plates. In other words, the Palisades Park Bureau provides the printed paraphernalia of application and registration cards, plus the license plate itself stamped with the name of the city or town, county and state, and will accept orders on these for as few as 25 plates. All the details of this plan have been thoroughly worked out to fit the requirements of any community, and the entire project of this Bureau is the answer to prayers of many communities.

The author has just worked out a plan for bicycle registration and licensing for the city of White Plains, N. Y. It is being sponsored and administered by the Boy Scout Committee on Safety under the supervision of the local police department. There are tests to be passed (as outlined early in this article) plus instruction and check-up on the condition of the bicycle. It is being worked out on a voluntary basis at present and has aroused much civic interest and approbation. I would welcome any correspondence from readers who are interested in these ideas for

safe bicycling and who feel they would like to start something along these lines in their own schools or communities.

"From the standpoint of an employing official the desirable teacher is one with a good attitude, ability to get along with other teachers, ability and willingness to make her own character an example for her pupils, one who has participated in extra-curricular activities of her college, and one who has participated actively in her community."—J. H. Peet.

# The G.A.A. in Chicago

LENORE WOOD

*Herzl Junior College, Chicago, Illinois*

**T**HE Girls' Athletic Association of the Chicago public high schools is an organization for the development and promotion of the health, activity, leadership, service, and recreation of the girls of the city. It is approved by the Board of Education and fostered by the 150 women teachers of physical education in every high school that enrolls girls. The activities of the G.A.A. are both curricular and extra-curricular. The organization is the inspiration and driving force of much of the work of the department, both from the point of view of the girls and of the teachers. The former find in its program a means of direction for both the serious and the transitory aspects of school life and as a means of influencing the character of friendships and leisure time activities during school days and after graduation. The latter utilize the possibilities as a major source of joy and satisfaction in a complicated and strenuous position and as a frame upon which to hang all of the moral, cultural, tool, informational, habit, and character precepts and practices, which it is their job to teach as monitors and guides of rising youth.

The G.A.A. is administered by a board of control composed of a sponsor from each school with Supervisor Vera Gardiner, whose brain child it is, as permanent secretary, and with one of its own members as president. Problems of the conduct of activities, health rules, physical examinations, competition, and points and awards are discussed and decided upon at a bi-monthly meeting in the rooms of the Board of Education.

Rules for the conduct, awards, and points, with sheets for recording points, health charts, and space for memorandum of activities are presented in a hand-book and sold to each member for five cents.<sup>1</sup>

While certain basic requirements are in effect in all schools, the method of conduct is flexible to meet various situations and to comply with best educational practice. The principals support and take pride in the accomplishments of the G.A.A. because they feel that through the play-life a girl's reactions are most natural and most easily directed.

The work of organization and administration is tremendous because of the numbers. Many schools maintain one hundred per cent membership. Dues average ten cents a semester, although some schools forego them. There are about thirty thousand G.A.A. members in the Chicago high schools. The local G.A.A. is directed by an executive council or a board,

elected for one semester in a school-wide campaign, with electioneering and publicity equal to that of the senior class officers. The presidency is a major office and is one of the honors most coveted by the girls of the school. The council meets regularly with the sponsor. The size of the council varies according to needs as they appear in various schools. Some consist of only the major officers; some include the representatives of the many activities, thus giving many girls a voice in the formulation of policies and experience in the conduct of the affairs of the organization.

The semester membership campaign is promoted according to local organization. Some schools prefer to carry it out through the physical education classes, thus relating it directly to the work of the department and so maintaining supervision of dues and members. Others prefer to direct it through the division rooms, in this way relating the activities of the organization to the life of the school. Keen competition arises between the rooms and the semester classes of the school for a high membership percentage.

Delegate meetings composed of class or room representatives provide a clearing house for the problems and wishes of small groups. Thus the girls feel that even small problems will receive consideration.

The method of sponsorship varies among schools. Some find a single individual preferable; some prefer the members of the department to share the experience and so divide the organization along semester and year lines. Still others consider the activity paramount. Such organization is according to activity clubs, an aspect of a greater G.A.A.

The amplitude of the G.A.A. program depends upon the size of the staff and facilities. It may be a most varied after-school program or a limited one functioning through the physical education classes.

A yearly physical examination for every girl is the aim of the association. Many schools engage a woman physician to give a brief heart test at nominal cost to the student. A dental statement of a good mouth condition carries G.A.A. points. Credit is given for the correction of physical defects. The G.A.A. health chart embodies the training rules which form the basis of much of the health instruction and serve as a guide to good health

<sup>1</sup> The hand-book of the Chicago Girls' Athletic Association may be secured from Miss Vera Gardiner. Address Board of Education, 228 North LaSalle St., Chicago, Illinois.

habits. Desirable posture is the fourth element in the health requirement.

Probably the game program is of major importance. It is seasonal, organized according to interest, physical education class, semester year, or friendship. Some schools find the noon period an excellent time to promote a game schedule. Probably the outstanding instance was a competition between semester classes of 110 division rooms.

Swimming is required for two semesters in all schools which have pools. The standards required for the "beginners" and "swimmers" buttons of the Red Cross are used as incentives and goals. Life saving is offered, and many schools have advanced swimming and stunt clubs. The possession of the "beginners" button is one requirement for a school letter.

The program of individual sports offers a most excellent means of developing initiative, interest, participation in activity, and leadership. Both indoor and outdoor activities are encouraged. Some aspects of the program are carried on independently by the girls and their own records accepted. Dancing is developed to a high point in some schools.

Leadership is developed in various ways. Some schools offer an extra-curricular class which trains leaders to assist with squads or as aids in the conduct of the regular class work, as officials in game tournaments, and as organizers or teachers of small groups in individual sports or dance groups. Girls who have won the Red Cross life saving emblem serve as life guards and as assistants.

Service is a most important factor both as a means of education and as assistance in the accomplishment of routine work. The staff of volunteer secretaries may reach as high as sixty in a single department. Their duties vary from errand girl, housekeeper, file clerk, and typist, to the more important tasks of taking roll, caring for equipment, and assisting with records.

The physical education program of the Chicago high schools definitely aims to make a contribution to the recreational lives of the girls of the G.A.A. Several large functions and numerous smaller parties each semester fill a desire for sociability which personal finances and home circumstances often preclude. A Hallowe'en costume party with one thousand girls, a hard time, a St. Patrick's or an Armistice day dance, a hey day, a carnival, an inter-class circus, a hike to the forest preserves, play days, and various smaller socials and parties are only a small list of such activities actually carried on in the thirty-eight high schools of Chicago.

Among other projects, both recreational and educational, one might mention a mother's and daughter's tea or banquet, assem-

blies, a faculty play day, health and posture drives, demonstrations, and exhibitions. Every G.A.A. makes some contribution to the purse of the school, either through sales or through an entertainment. Such money goes for medical, dental, or optical aid, gymnasium uniforms, costumes, the car-fare fund, or some worthy gift to the school.

The official award of the G.A.A. is the felt block letter in the colors of the individual school. These are similar to the awards of the boys, but in the reverse colors. This award requires 1,000 points, in all the various aspects of the work of the department as indicated in the purpose of the organization. This requires two years of effort. Two chevrons may be added to the letter by additional semesters of different activities and 250 points each. The third chevron, so-called, is a gold pin similarly won, and the fourth is a star placed upon the pin in the color of the school.

For girls who are exempt from active participation, a health award in the form of a pin may be earned by following a modified, though varied program, largely related to the condition of the individual.

Minor awards are unofficial and vary widely. They include bronze, silver, gold, and enamel event bars, felt emblems for 500 or for 750 points, pins, progress tapes in swimming, and posture chevrons.

Several schools have active alumnae organizations with programs of sports, competition, and sociability for the girls who have received letters.

Last year the "G.A.A. Council of the Chicago Public High Schools" was organized as a student clearing house for the exchange of ideas concerning local problems. A large luncheon in the Loop and three district round table discussions and tea meetings have been the results.

I believe that every woman teacher of physical education in Chicago enjoys a measure of satisfaction and a vision of youth and that every girl finds a source of joy, expression, and comradeship in the organization. The G.A.A. is the spirit and epitome of the department of physical education.

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What sculpture is to a block of marble, education is to the human soul. The philosopher, the saint, the hero, the wise, and the good, or the great, very often lie hid and concealed in a plebeian, which a proper education might have disinterred and brought to light.—*Joseph Addison.*

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The only real capital of a nation is its natural resources and its human beings.—*President Roosevelt.*



# A Commencement Program and How It Grew

**A**BOUT the first of May each year, schools throughout the nation begin a frantic search for "something different" in the way of a commencement program. Of recent years an increasingly larger number of schools are becoming dissatisfied with the traditional type of speech delivered in uninspired fashion by the honor pupils.

Despite a tendency in that direction, the solution to this problem does not lie in engaging speakers of the "inspirational" faculty. Their particular brand of pep talk can no longer maintain its dignity amidst the chaotic hodgepodge into which the world has catapulted Adam Smith's erstwhile comfortable economics.

Even if such an arrangement were eminently suitable from the standpoint of entertainment value, a commencement program that is not by, of, and for the pupils is a long way from being suitable educationally. This occasion, for many pupils one of the most important in their lives, should be one which they can look back on with the pleasurable reminiscence of actual participation.

Two years ago we, too, were called upon to solve this problem. Our first effort was only a partial solution. The program consisted of a teacher-written morality play in which a composite graduate met and successfully coped with a series of personified situations which the average graduate would probably meet with upon leaving school. I say it was only a partial solution because, although the members of the graduating class participated as actors in the morality, the play itself was none of their doing or choosing, and many were the carps directed at its artificial situations and somewhat antique dialogue.

The next year we determined to make our commencement program one which was truly pupil motivated. As a point of departure, an appeal was made through the senior English classes for all interested individuals to submit ideas and plans dealing with some phase of education, plans that would be applicable to the occasion at hand. Out of the welter of manuscripts which resulted, the final selection was voted upon favorably both by a program committee and by the senior class as a group.

The idea behind this little play was simple, but in its very simplicity lay its attraction. A group of seniors are gathered outside their school just before the graduation exercises are to begin. They discuss some of their plans and aspirations for the future. Eventually, someone makes the suggestion that they

H. THEODORE COX

Prescott Junior-Senior High School,  
Prescott, Arizona

go down to the corner drug store for a "coke." They saunter away, and suddenly discover a mysterious signpost exists where no signpost was before. Upon this signpost are several arrows pointing in different directions, and labeled variously: *Marriage, Business and Trades, Professions, and College.*

After consultation among themselves, the pupils decide to follow these arrows to their ultimate destinations, to see if they can get answers to the questions which burden them. Soon they return, and each brings with him a representative of, that is, someone actually engaged in, the field which holds his interest. These individuals are immediately besieged with questions, which they try to answer to the satisfaction of the pupils.

At about this time the principal comes down the school steps to summon the pupils to prepare themselves for the commencement exercises. He announces that, in view of the fine weather, the exercises will be held on the school lawn.

He is followed by the superintendent and the members of the board of education, who make conversation while the pupils are inside donning caps and gowns. In the course of this conversation, one of the board members asks who and how many are graduating. The principal replies by reading the class roll.

The diploma stand is then brought forward. The orchestra out in front begins a march. The graduates come from backstage two by two, through the portals of the school, thence down across the stage to be handed their diplomas by the president of the board of education, and from there down some steps, off the stage, and down the center aisle through the audience for the recessional. All this is accompanied by means of clever dialogue, naturally and interestingly.

The first draft, submitted by the two pupils who authored the script, was found to be composed almost wholly of rather painfully stilted dialogue. Through consultation with members of the faculty, these rough spots were ironed out and the dialogue made more inelegant and life-like.

One of the most interesting features of the whole program was suggested by the pupils themselves. Briefly, it was this: To have the

senior social science classes make a composite list of the questions they were most interested in having answered by the representatives of the various occupations indicated on the signpost—these to be submitted to sundry townspeople who were themselves engaged in these occupations and who were to prepare their answers and actually to take part in the play. This invitation was enthusiastically accepted by the persons concerned, and went far toward contributing to the success of the play.

The setting for the play was not only simple, but also very beautiful. On stage left, back, were two portals, led up to by simulated stone steps, the whole suggesting the entrance to a school. Across the back of the stage was an arbor decorated with flowers. Backstage, right center, was placed the signpost described above, and downstage, right, a practical fountain, constructed of a wash tub, a wash basin, and a length of pipe, with a garden lead-in from an off-stage faucet and with another piece of hose which siphoned the water from the tub, downstage, and into the basement drain. The fountain was then masked with potted ferns and palms, and half surrounded with a heavy, curved, wooden bench which was painted stone-gray. Downstage, left, was another bench, oblong this time, to balance the curved one.

Instead of being general, the lighting was accomplished by concentrating colored spots upon the acting areas, leaving the rest of the stage shadowed to suggest evening. The whole made a lovely picture at a very slight cost.

I hope that this idea may solve for some other school, as it did for us, the problem of finding a "different" commencement program.

## The School Magazine

(Continued from page 204)

thusiasm and interest of the other would-be contributors.

Even the most literary type of school magazine should have a few regular features—editorials, a page or column of well selected jokes, and, most popular of all, a column of happenings about the school. Such a column can be written so that it will not be cheap. Interesting things happen in every school, and if they are written well and without the constant use of puns and forced humor, they are appealing and add tone to the magazine.

Often the staff of a school magazine finds itself wondering whether it should be a literary publication and not pay any attention to events in the school, or whether it should be closely allied with the other activities, having a sports page and devoting sections to the school clubs. This is a problem that must be solved by the staff of each magazine in

its own way. There is a great divergence in the practice of magazines on this question. Many school magazines have so little connection with the school that they could be sold on the news stands and appreciated by the general public. Others could not be appreciated or even understood by a reader who did not attend the school and was not entirely familiar with it.

One deciding factor in the question of the slant of the magazine is whether or not there is any other publication in the school. If there is a newspaper issued weekly, and the magazine is issued monthly or even less frequently, it should make and keep a place of its own. On the other hand, if the students must depend upon the magazine for information about the activities in the school, it should strive to present the news in a condensed but thorough manner.

Many of the most noted school magazines of the literary type are basing their issues on a particular theme. One magazine in a town in which sailing was the hobby of many of the residents used "Sailing" for the theme of its magazine. The cover was blue with a picture of a ship and a lighthouse. Inside there were sea pictures, poems and stories, and articles and editorials about the sea and sailing. The student body co-operated to write about the sea, and the result was a unified magazine which was pleasing to the eye and engrossing from cover to cover.

Other themes that have been successfully used are the "World's Work," "World Peace," and of course "Commencement" at the proper season.

This unified idea of presentation is not necessary in the production of a good magazine, but splendid results have been achieved with this system and more school magazines are adopting it each year.

There is no system which will produce a good magazine unless there is the will to succeed on the part of the staff, interest on the part of the faculty and student body, and enthusiasm in everyone. A magazine produced in this spirit can only succeed.

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Educational philosophy must be sensitive to the needs of the people, open-minded but not visionary, courageous but not impulsive, progressive but not impractical, and finally it must be responsive to the realities of today and the hopes of tomorrow, as well as to the traditions of yesterday.—*Pennsylvania Educational Bulletin*.

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"If we had paid no more attention to our plants than we have to our children, we would be living in a perfect jungle of weeds.

—Luther Burbank.

# Climbing Family Trees

NORMAN WILLIAMS

Cooley High School, Detroit, Michigan

FROM the beginning of the semester until the end, the students in the physiology classes of Cooley High School, Detroit, are climbing trees and swinging from the limbs. The trees, however, are not those of the schoolyard; they are family trees—ancestral records, the majority of which supply a building material of far greater value and permanency than could the trees from whose branches the pupils might literally swing.

By the project's being introduced to them at the beginning of the semester, pupils have ample time to apply the results of their study and subsequent observations to their lives, and, incidentally, to complete the actual charting of their respective family trees within the limits of available facts. In reference to the latter, it may be said that, besides charting the lines of ancestors, pupils gather together and present in note form as many facts as possible concerning the lives of the charted forefathers. Such a requirement necessitates questioning of parents; the exchange of correspondence with relatives, in some cases scattered throughout the world; the haunting of the genealogical division of the public library; and sometimes even means consulting the Congressional Library at Washington.

Parents and relatives often engender as great an enthusiasm for the project as do the children. With their co-operation and additional enthusiasm, family Bibles are dusted off and flyleaves read; moss and dead grass are removed from gravestones to better read inscriptions; trunks, chests, and attics are rummaged for possible diaries and letters which might give just the needed information to link together generations; finally, if necessary, and if occasions are presented, church and tax records are studied.

Such a procedure as outlined often requires more time than the five months of the semester provide; in such a case, the pupil gets full credit for the available facts uncovered, and the recommendation that the quest for the undiscovered family links be continued. Such a recommendation, however, is usually unnecessary, for under such circumstances, the quest almost invariably becomes a hobby which for years after graduation from high school provides for the worthy use of leisure.

Interest in this project is easily stimulated. Everyone likes to refer to his family tree and there along the branches to find men and women who attained greatness, more-than-average importance, or even favorable

recognition. Pupils begin to comment on their ancestors. One child tells that his tree includes poets, painters, and musicians. Another says that his contains inventors, mechanics, and engineers. Another tells of doctors, lawyers, ministers, and teachers. And yet another proudly narrates the homesteading of a great, great grandfather with the beginning of a line of American farmers, millers, and lumbermen. In fact, extending back through the years, the gamut of occupations, professions, and human endeavors in general pass in review.

But human endeavors are not the only comments the children have to make concerning their ancestors. Later when notes are handed in, one may read such observations of personal qualities as these: he had a pleasant personality; he was well liked by his neighbors; she was an excellent mother, no sacrifice was too great for her; he was a clean living man; he was a brave man; he was a good man; grandfather and grandmother were hard workers; he was devoted to his family and country; he had a keen sense of humor . . . and many more, all simple, naive, yet sound observations, and all of which in later years may arouse deeper and more profound interpretations, but which today suffice for wholesome childhood interest.

By the time trees are finally charted, each child has individually concluded that undoubtedly within his protoplasm lies the abilities of his ancestors. Introspectively, he analyzes his desires, personal qualities and capacities, that the abilities may be awakened. Besides the choosing of life careers from the few or many presented by the family trees and besides the individual desires to make the most of their lives, the project also arouses the feeling of responsibility of bettering the human race by constructive eugenics, which here includes the wise selection of mates, healthful physical and mental living, and making the most, of course, of all the good and accepted qualities in the biological legacy.

The idea behind this project offers many educative possibilities to a wide range of schools. It need not be carried on by students of physiology or biology only. It lends itself quite as well to use in home room. In fact, it has appeal wherever "Know thyself," as an objective, has the standing it should have with students.



# An Introduction to Visual Aids

**W**HEN the term Visual Education is mentioned today before a group of teachers, the great majority of them think of the use of motion pictures in the school. This is indeed unfortunate, as there is a long list of visual aids other than the movie film. The term Visual Education has been associated with the use of films because we did not hear much about this method of teaching until the introduction of the movie into the schools.

What is Visual Education? Visual Education is a method of imparting information, which is based upon the psychological principle that one has a better conception of the thing he sees than of the thing he reads about or hears discussed. There is nothing new in Visual Education, for all of us realize that it is the oldest form of imparting information in the history of mankind. People were able to see long before a spoken language developed. Our earliest forms of writing were of the pictorial nature. The teacher of today has a long list of visual aids from which to draw when planning a lesson for his class. Many of these aids are familiar to practically all teachers, and have been used for a long period of years as a regular part of the classroom procedure. In this group one finds the flat picture, the map, the globe, the graph, the chart, the cartoon, the poster, the model, the sand table, the blackboard, the trip, and many others. The newcomers in the field of Visual Education may be classified as materials for projection on the screen. These materials will be discussed in this article.

Obviously, in planning a visual aid program for the school, the school administrator, or the director of the visual aid program, or the chairman of the visual aid committee, should be familiar with the different types of projectors, and the advantages and disadvantages of each. These materials may be divided into two groups, the still and the moving pictures. The projection materials in the first group are the lantern slide (standard), the 2"x2" lantern slide, the 35mm strip film, and the opaque material. The projection materials in the second group are the 35mm film, both silent and sound, and the 16mm film, silent and sound. Owing to rigid requirements, such as a fire-proof booth for the 35mm projector, and the great expense of the materials used in this machine, the 35mm projector will probably never be used to any great extent in the smaller high schools, and in the larger ones for auditorium purposes only. Since this discussion is to center around

ALVIN B. ROBERTS

*Principal, Haw Creek Township High School, Gilson, Illinois*

the use of visual materials in the classroom, the 35mm projector will not be discussed.

Before giving further consideration to the various types of materials listed above, it might be well to consider the one advantage, or reason, for using a picture in the classroom. The picture is used because it makes the situation in the classroom more life-like. There is an old saying that a picture is worth a thousand words. This is true only when the person viewing the picture is able to interpret it correctly. Any teacher will be greatly aided in presenting a picture if he will view it as though the class were actually projected into the situation shown on the screen rather than merely viewing the picture from their seats. This, after all, is the end that must be obtained if the picture is to be of greatest value to the class.

Here are a few factors of which one should be aware in viewing the picture. First, what is the size of the object presented? In the field, one would be aware of this through comparison. Although this would probably be true without thought on the part of the observer, one cannot, however, determine the size of the object in the picture unless it is something that is known to the persons observing it. Therefore, it is well for the student to select some object in the picture which is known to him in order that the size of the other objects may be determined. Any number of teachers have found some time or other in their teaching experiences that students have formed erroneous ideas of the size of a tiny animal or a larger one, because the two appear about the same size in their text or the reference book which they are using. Any picture that may be classified as authentic and valuable from the standpoint of use in the classroom will have in it an item known to the child, an item that can be used for comparison.

In viewing a picture one should also take temperature into consideration. It would not be necessary to think of temperature in the actual situation, as one would be aware of it through first hand experience. But one cannot view intelligently the picture, "The Sahara Desert," the "Jungles of the Amazon Valley," or a section of "Little America" without taking temperature into consideration.

Sound, also, is an important factor in interpreting a picture correctly. One could hardly appreciate a view of Niagara Falls without thinking of the thunder of the water as it falls upon the rocks below. Again, it would be difficult to appreciate a rural sunrise seen in early summer, without associating with it the songs of birds.

Attention should also be called to the depth of the scene presented. This may be brought out by perspective. The pine tree in the foreground may extend from the bottom to the top of the screen, while the one near the center of the picture is hardly taller than a lead pencil. A few minutes spent on the study of perspective will enable the students to feel more accurately the depth of the scene viewed. In scenic views of mountain areas, color may also be suggestive of depth.

In viewing certain scenes one should also keep distance in mind; for example, a picture presenting a scene along the bank of the St. Lawrence River cannot be interpreted correctly unless one thinks of it in terms of a small portion of the stream which extends from the Great Lakes to the Gulf of the St. Lawrence, 600 to 700 miles away.

In the actual scene one is aware of color. Since many of the pictures used in the classroom are of the traditional black and white, color may be overlooked unless it is called to the attention of the children. One can hardly appreciate a woodland scene or any other picture without bringing into it the natural color.

Again, in the actual situation one should be aware of the odor in viewing an apple orchard in blossom, or in visiting a paper plant or a canning factory in operation. Since odor is a part of the real situation, it should also be brought in, or mentioned at least, in viewing the picture.

In viewing such objects as the ox-cart or a modern stream-lined train one should think of speed, because if he were in the actual situation, riding in either the ox-cart or the stream-lined train, speed is one of the factors of which he would be aware.

It is perfectly true that all of the above suggestions will hardly apply to any one picture, but careful study of the above will be of great assistance to the teacher who is trying to train his students to view a picture correctly and who is, at the same time, using the picture to make the experiences in the classroom more life-like.

As suggested above, visual materials may be divided into two groups. Each type of material and the projector for the material listed in the above groups will now be discussed, giving special attention to the advantages and disadvantages of each.

In considering the still picture group, the

educational value is the same, regardless of the type of material used. The two outstanding values which one may expect as a result of the use of a still picture are: first, in certain situations pictures tell stories more vividly than words; second, the story can be grasped from pictures in a much shorter time. Since a person may expect the same educational values from any of the above types of material, he will have to take into consideration the advantages and disadvantages of certain types of projectors and the material to be used in them.

One of the most common projectors in the still film group, and one probably most familiar to all teachers, is the lantern slide projector. Its chief advantages are that it can be used in a classroom that can be only partially darkened. It can be used with sufficient light in the room to permit the students to take notes. It is light and may be easily transported from room to room. The chief advantages of the lantern slide are that they may be used individually or in groups of two, for contrast. There are thousands of slides now available from many of the different libraries, and hand-made slides may be easily prepared by both teachers and students. The chief disadvantages are that slides are made of glass and therefore are breakable. Slides require considerable space for storage. Because of size and weight, slides are expensive to transport.

The 2"x2" lantern slide has all the advantages of the one mentioned above. It is not nearly so heavy to transport. At the present time there seems to be considerable trend toward the 2"x2" slide. Many commercial companies are already preparing these slides for the market. Almost any ordinary lantern slide machine may be changed so as to use the 2"x2" slides, and these may be purchased with a minimum expense to the school.

The 35mm strip film projector costs from about one-fourth to one-half the price of the lantern slide machine. It is smaller and may be easily transported from room to room. It requires, however, a darker room for satisfactory projection. The pictures used in this machine are photographed on a strip of the regular 35mm movie film. The pictures are used in exactly the same way as are the lantern slides.

The chief advantage of the 35mm strip film is that pictures are inexpensive. One may secure strip film containing from ten to fifty or more pictures at prices ranging from fifty cents to three dollars per strip. While, on the other hand, lantern slides cost from forty cents to one dollar and a half each. Consequently, if one is planning to build a library for his own school or department, an excellent library of strip films may

be built up with a minimum expense. The chief disadvantage of the 35mm strip film is that the pictures are in a set series and must be used in the order in which they appear in the film. It is more difficult to use the strip film machine for contrast.

The opaque projector is the largest machine in the still picture group and, likewise, the most expensive. The opaque projector is designed to present a picture from any magazine, post card, textbook, or any other source, by reflection of light in a series of mirrors. The chief disadvantages of this machine are: first, a very dark room is required for the best projection; second, the machine is heavy and a bit difficult to transport; third, materials are not so easily fitted into the machine; fourth, many of the older type machines did not provide cooling systems, and consequently, the pictures were soon destroyed by the heat from the lamp. Practically all new machines are provided with cooling systems. A person should keep this fact in mind if he is considering the purchase of used equipment. It might be well to add at this point that one can secure a combination lantern slide, opaque, and still film projector all in one, if he so desires. There is also a combination of any two, if such a combination seems to be more satisfactory for the situation in which one is teaching.

As stated above, under the advantages of the lantern slide, slides may be easily prepared by either teachers or students. There are several types of hand-made slides, but the two most commonly used are the etched glass and the cellophane. The etched glass is merely a piece of glass the size of the lantern slide, etched on one side by acid so that one can draw on it with a pencil, colored crayon, or pen. Through the use of hand-made slides one is able to present material otherwise not available. Slides of this type are excellent for the study of current events, as maps showing division of territory may be easily and quickly prepared and projected on the screen. Students take greater interest in their work if they are allowed to prepare slides, and if they know the slides are to be viewed by the other members of the class. The cellophane slides are made by putting a piece of cellophane between two sheets of carbon paper and typing the material on it. The cellophane may then be placed between two clear glass slides and projected on the screen.

In determining whether to use a still picture or the movie film one can decide by answering this question: Does movement contribute something to the picture? If not, then it is better to use the still picture. Therefore, the outstanding advantage of the movie film is

that it presents a story or a process through motion.

As stated above, the 16mm film, either silent or sound, has come to be recognized as standard equipment in the schools of the United States. Consideration will first be given to the 16mm silent film.

The advantage of the movie film is that certain stories, events, or processes made clear by movement may be brought into the classroom. These are made clear through observable or unobservable action. In the first group there are many films in this field such as "From Flax to Linen," "From Iron Ore to Pig Iron," "Cotton: From Seed to Cloth," and many others where the story is told by action that can readily be observed. For example, in the film, "From Flax to Linen," one can see how the seed bed is prepared, how it is planted, how the flax is harvested, how the fiber is used, how it is made into thread, how the dyeing is done, how it is made into cloth, the final product.

In the second group, action that cannot be observed by the human eye may be brought to the attention of the students through the use of the movie camera. In photographing flowers and plants, time lapse photography is quite frequently used. Thus, students observe the opening of a rose bud on the screen, which seemingly takes place in only a second or two of time. However, this process in nature may have required five or six hours or even days. Movements of plants, such as turning toward light, or the movement of vines, such as the dodder, may be photographed and studied in the same way. The movement really seems to take place in a very short period of time, because the camera is set up and a few pictures taken at intervals of fifteen minutes or longer, according to the length of the process in nature.

The exact opposite of time lapse photography is slow motion photography. By this process, motion which cannot be observed by the human eye is slowed down so that it can be studied in every detail.

In the preparation of many scientific films microphotography has been used. As the name suggests, the material is photographed under the microscope. One can study the amoeba, the paramecium, the stentor, bacteria, cells, blood corpuscles, and many other objects too small to be observed by the human eye.

The exact opposite of microphotography is miniature photography in which areas too large to be photographed at one time are set up in miniature and photographed. Some of the physiography films, showing the work of rivers, how volcanoes work, and so forth were prepared in this way. One of the most valuable

*(Continued on page 221)*



# The Pupils Knew More Than the Teacher

TEACHERS . . . do you rise on your professional dignity if some young upstart challenges your position as "leader" of the group? . . . are you uncomfortable whenever you get outside of the imaginary circle encompassing your own subject? . . . does the nicety of well ordered class routine seem to you to be the greatest good that can possibly accrue to your efforts? . . . do your children react toward you as though you were "someone apart"? If your answer to any of the above questions is *yes*, you may derive some inspiration from the story of the teacher which follows. The teacher described, until about one year ago, would have answered *yes* to almost all of these questions. But now—well, read the story!

Just a word or two before the story! One of the writer's duties is to guide classes on "Student Activities." Into these classes come university students of many kinds. Some have had the beginning professional courses only; others are at more advanced stages in their professional preparation. Some have had teaching experience (a lot of it in a few cases); others have had none. Practically all of these students come to class imbued with some enthusiasm for "activities"—"extra-curricular activities," as they call them. The reason for this enthusiasm seems to trace back to the pleasant times they had in various activities in high school or early college years.

It requires no great effort to get such students to round out their own experiences in the general direction of a "philosophy of activities." Many students relish the opportunity to do this in written form after a few class meetings devoted to a general discussion on the points, and after having done some reading as a supplement to the class discussions.

So much for the philosophical side of the picture. Now let's turn to the practical or applicative side. In doing this the question is generally asked, "How can we make our 'philosophy of activities' applicable in the working out of a comprehensive and generally satisfactory activities program for any secondary school—one with which the student is familiar, if possible?" Very often the activity through which the students wish to make their initial attack on this problem is *clubs*. This is the case probably because high school clubs are universal.

Almost all students in the activity classes have been members of some club and know in detail how *their* club operated, who sponsored it, whether or not it was successful, and so on. In due course, the students are

GLENN S. THOMPSON

*Assistant Professor of Education,  
New York University*

asked to state the kind or kinds of clubs they would be willing to sponsor. The choices are tabulated, and then it almost invariably becomes apparent to the group that some of the high school students may wish to have certain clubs for which there seems to be no teacher qualified or willing to act as sponsor. The question is then made personal with each member of the activities class in this fashion. "What would you do if a group of high school students wanted to carry on a club activity, obviously a worth-while one; no specialized help of an expert nature is available; the principal asks you to become the faculty sponsor?"

All kinds of replies to this question are given. Some assert that a teacher should not undertake a task at which he is not expert himself. A few (remarkably few) indicate that a teacher should be willing to undertake the sponsorship of any club activity the students wish, so long as it meets the approval of whatever governing body the school has. These few activities students oftentimes then go on to point out to their classmates that the "philosophy of activities" to which they had subscribed earlier breaks down unless they are willing to assume the responsibility for any socially acceptable student activity that is conceivably within their ability to carry out. And some of them ambitiously add, "If you cannot learn how to help a club of high school students do what it wants to do, you ought not to become a teacher."

As was indicated above, few prospective or actual teachers will assume the responsibility for sponsoring just any student activity that may come their way. And that is as it should be perhaps, for there are activities that do call for specialized ability and training. On the other hand, there is much to say in favor of the teacher's undertaking the sponsorship of activities for which he or she has no special bent, but which can be acquired by anyone willing to make the effort.

The writer had the good fortune to meet one such teacher in his classes recently.<sup>1</sup> He wishes that many more teachers might have a similar experience. The story follows, in the teacher's own words.

"In September of last year (1937) I was

<sup>1</sup> Miss Josephine T. Dargan, Bridgeport, Conn.

faced with the task of deciding which of two clubs I would sponsor—a photography club or a knitting club. It was a case of being 'between the devil and the deep-blue sea' but since I at least had a camera I settled on photography. It is no exaggeration to say that as far as photography is concerned, I was an expert in the art of decapitation—some one was always beheaded in my attempts at taking pictures. I raved and ranted to my friends about the injustice of having to undertake the sponsorship of a club about whose activities I knew so little. I felt far from qualified; I resented being made to appear 'stupid' before a group of junior high students. But to no avail! The assignment was mine, and that was that.

"I stalled along the first three weeks, dallying over such routine matters as club organization, roll book arrangement, and so on. You can well imagine how I spent my time, but if you have ever tried to 'learn' photography from a book, you know what I was up against. My worries increased when I discovered that the club membership included a group of boys who had dark rooms at home and who had had considerable experience in this field in which I was so ignorant.

"About the fourth meeting I decided that I'd stop apologizing for not being a wizard in all lines of endeavor and reveal the true state of affairs—that I, the teacher, could and was ready to learn from the pupils! And then, to use the vernacular, *we went places*. The club grouped itself according to experiences and interests, and the initiated led the rest of us along the ways we wished to go.

"Groups went about the school neighborhood to take snapshots under different light conditions; time exposures were taken of various school activities—the checker champs, a science experiment, girls working on hooked rugs, the art group working on the mural. We used old pieces of burlap to shut off part of the wardrobe for a darkroom and set about printing our own negatives. We experimented with various ideas on 'masks' and printing frames, and generally we had a grand time. The experts frequently met in groups, discussing and trying out trick shots that they had read about. Many an hour was spent after school in our improvised dark room. Newspaper columns devoted to photography were read, and we discovered that picture-taking addicts in the city were more than anxious to fan the slightest spark of photography interest into a consuming flame. A photographic supply store offered to set up the apparatus necessary for developing and to give demonstrations in the procedure—all at the store's expense.

"During the summer of 1938 a section of the wardrobe was shut off by masonite board

and a roll curtain, so that now we have a darkroom that is really dark. This year we plunge into developing; we affiliate ourselves with the city Camera Club; we enter contests. I have had to submit to many a laugh from my colleagues for my turn-about-face since I joined the ranks of the camera bugs.

"With respect to my relationships with the club members, I do not now feel that I 'lost face' with them by being among those who had to learn. Further, I do not believe that the club members lost by not having had a specialist as a sponsor. The experienced groups gained by having had the chance to be leaders; the rest of us learned much from them; all of us learned of the many sources—places and persons—wherein much help was to be had if we wished to continue.

"And please be assured that if I am asked to continue as sponsor for the photography club, I'll be glad to do so!"

Two questions and we'll conclude—How do you think the teacher in the story told above would answer the question proposed at the beginning of the article? How would her students answer them?

## Let's Be Fair with Our Officials

(Continued from page 199)

of the better leagues does not work more than twelve or fifteen games during a season in which his preparation and service covers a season of three months. Give him a maximum above travelling expenses of \$75 for the three months and what have you? Consider that he must buy special shirts, shoes, trousers and all other items of dress; that he must spend hours of study and go to some expense to attend rules meetings and discussion groups; and that he is "on the spot" and the only man in the game or connected with it who can not make a single mistake without somebody "squawking." In nearly all cases he is way ahead of his critics in his endeavors to keep up with the game but he has little left for his trouble but the memory of the expressions of dissatisfaction—they forget to mention his good days; the few dollars he has salvaged from the unreasonable fees—unless, perhaps he has a blow-out or other car trouble; and the knowledge that he has contributed his best efforts to the game he loves.

It is time school officials stop trying to get officials for the lowest fees possible—maybe they get the habit from their boards of education; quit figuring officials' fees on a per-hour basis; and get the whole picture of what it means to become a really good official. When they do, they will see the performance of many more good officials who are satisfied with their work and their play.

# News Notes and Comments

In a recent bulletin to members, the Associated Exhibitors of the National Education Association announced the selection of Dr. Payson Smith as the recipient of the American Education Award for 1939.

## 'No Swerin, No Pinchin, No Courtin,' In Skule in 1866, Clipping Shows

School life in 1866 is revealed in the following from County Superintendent Decker's *Sussex Bulletin*, which in turn, took it from a Sussex paper of 1866.

"An Ironton, Missouri, paper says: Not twenty miles from here a young lady of our city is teaching school. She sends us the following rules provided her by the trustees for the government of her school.

No swerin.  
quarrelin.  
nicknamin.  
goin inter the water.  
rashin and jumpin.  
pinchin.  
stickin pins inter each other.  
pullin hair durin books.  
courtin in skule.  
writin luv letters in skule.  
crakin nuts unless dried.  
whisperin.  
goin inter any persons vine patches or  
orchard without the consent of the  
owner.

Not more than one pupil must go out at a  
time unless for wood or water.

These rooles must be observed for a viola-  
tion of these rooles will be punished with  
lash accordin to the verdick of the trustees."  
—*New Jersey Educational Review*.

## American Education Week—1939

General theme: Education for the American  
Way of Life.

Sunday, November 5: The Place of Religion  
in Our Democracy.

Monday, November 6: Education for Living  
Together.

Tuesday, November 7: Education for Civic  
Responsibility.

Wednesday, November 8: Education for  
Work.

Thursday, November 9: Cultivating the  
Love of Learning.

Friday, November 10: Education for Indi-  
vidual Development.

Saturday, November 11: Education for  
Freedom.

## Widely Used Junior High School Reading List Is Revised

School principals, teachers of grades seven,  
eight, and nine, and librarians will be inter-  
ested in the announcement that the junior  
high school reading list published by the Na-  
tional Council of Teachers of English, *Leisure  
Reading*, has been entirely revised and  
brought up to date. The editing has been done  
by the Council's Recreational Reading Com-  
mittee, whose chairmen are Dr. Stella S. Cen-  
ter, head of the Eng-  
lish department of the  
Theodore Roosevelt H.  
S., New York City, and  
Max J. Herzberg, prin-  
cipal of the Wisconsin  
H. S., Newark, New  
Jersey.

You usually see  
them from the front of  
the stage but here you  
see them from the rear.  
Semi-transparent scen-  
ery permits the pup-  
peteers to stand direct-  
ly behind the stage and  
yet not be seen by the  
audience. At the right,  
holding the script, is  
the director.

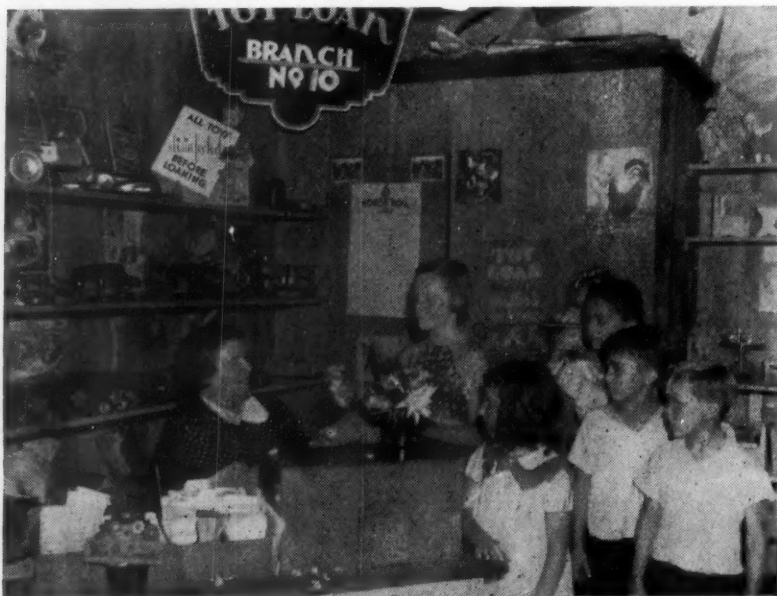




## Los Angeles County Toy Loan

Particularly active at this season of the year is the Los Angeles County Toy Loan, Division of Los Angeles County Co-ordinating Councils, 106 West Third Street, Los Angeles, Calif. Schools will be able to make use of the idea that has promoted this civic activity.

This organization is the largest toy lending system in the world, with 32 branches operating. It draws from communities through local toy committees. It draws old toys, dolls, games, etc., which are repaired for redistribution. All toys are disinfected each time before lending. Full time TOYRARIANS operate the branches. On November 22nd the city schools of Los Angeles put on its annual toy drive for this organization and was expected to return over sixty thousand toys. John F. D. Marquardt, Assistant Director Co-ordinating Councils, is director of these toy loan activities.



INSIDE A TOY LOAN SHOP

## OUTSIDE A TOY LOAN SHOP



### Keep Curiosity Alive

Have you tried the three devices set forth by Charles H. Judd whereby high schools can keep curiosity alive in their students and avoid the bane of secondary education—specialization? First, that for every class period at least one interesting fact not in the text-

book be presented by the teacher. Second, that a number of "snap courses" be organized in every school which are expressly designed to be interesting. Third, that general survey or "orientation" courses be organized which can properly break away from drab tradition, discursive courses designed to stimulate curiosity in new experiences.—*The Journal of the N.E.A.*

Be such a man, and live such a life, that if every man were such as you, and every life a life like yours, this earth would be God's paradise.

—Phillips Brooks.

## Good Sportsmanship for Students and Others

"Sportsmanship is that quality of honor that desires always to be courteous, fair, and respectful, and it is interpreted in the conduct of players, spectators, coaches, and school authorities." (*Fielding H. Yost*)

High school students should set a good example in the matter of sportsmanship and should quickly condemn unsportsmanlike conduct on the part of other students or adults. To this end they should:

1. Remember that a student spectator represents his school the same as does the athlete.
2. Recognize that the good name of the school is more valuable than any game won by unfair play.
3. Respond with enthusiasm to the calls of the cheer leader for yells in support of the team, especially when it is losing.
4. Learn the rules of the various athletic games so that either as spectators or critics they will be intelligent.
5. Accept decisions of officials without question.
6. Express disapproval of rough play or poor sportsmanship on the part of players representing the school.
7. Express disapproval of any abusive remarks from the side-lines.
8. Recognize and applaud an exhibition of fine play or good sportsmanship on the part of the visiting team.
9. Be considerate of the injured on the visiting team.
10. Insist on the courteous treatment of the visiting team as it passes through the streets or visits the local school building, and extend the members every possible courtesy.
11. Acquaint the adults of the community and the grade pupils with the ideals of sportsmanship that are acceptable to the high school.
12. Impress upon the community its responsibility for the exercise of self-control and fair play at all athletic contests.
13. Advocate that any spectator who continually evidences poor sportsmanship be requested not to attend future contests.
14. Insist on fair, courteous, and truthful accounts of athletic contests in local and school papers.
15. Be familiar with the state rules of eligibility and support their strict enforcement.
16. Encourage the full discussion of fair play, sportsmanship, and school spirit through class work and auditorium programs in order to discover ways by which students and schools can develop and demonstrate good sportsmanship.—*Handbook of the Michigan H.S.A.A.*

## Pennsylvania Still Ahead

SCHOOL ACTIVITIES still has more subscribers in Pennsylvania than in any other state. Illinois has for a long time remained a close second. Other states in order are New York, Ohio, and Texas.

Pioneer Youth, 219 West 29th Street, New York City, is engaged in the work of collecting and redistributing toys to children of underprivileged families all over the United States.

These young Hamburg, New York, scientists are gaining first-hand experience. Some of these intriguing exhibits were bought, some were collected, and some were made by the pupils. But they all are educative.  
*See Left—*

"Solitude is as needful to the imagination as society is wholesome for the character."



In the Macksville (Kansas) junior and senior high schools, what are known as the principal's "cabinets" are made up of the president of each student organization and a member of each such organization selected by the principal. The two cabinets combine in one body to meet at the Macksville High School Student Council.



A "close-up" of a fist puppet. This photograph, and the one on page 217, were sent by Thomas Cauley of the Durfee Intermediate School, Detroit.

### Oath of the Athenian Young Man

We will never bring disgrace to this, our city, by any act of dishonesty or cowardice; we will fight for our ideals and sacred things of the city, both alone and with many; we will revere and obey the city's laws and do our best to incite a like respect and reverence in those about us; we will strive unceasingly to quicken the public's sense of civic duty; and thus in all these ways we will strive to

transmit this city not only not less but greater, better, and more beautiful than it was transmitted to us.

"The playground is an excellent laboratory in which to test the value of the new educational method; although not as controlled as the school, the response of children is more natural and genuine. Most important of all educational concepts is perhaps respect for the personality of the child. If in the zeal for 'putting on programs' the grace of hospitality and the courtesy of fine human relationships are absent, no finished performance can compensate for the loss."—Phoebe H. Valentine in *A Review of Two Philanthropic Trusts*.

It is the school, as the creative expression of the aim of the community, which will some day give a new nucleus to the aimless sprawl of our present agglomerations of streets and houses, the school in the small town, the university in the great one. The university and its associated schools should be the loveliest and greatest mass of architecture in every great town. The common school should not be thought of as merely preparing children for a way of living already defined and settled; it should be thought of as giving a direction to the whole life of the people.

—H. G. Wells.

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## An Introduction to Visual Aids

(Continued from page 214)

ble forms of photography, in bringing out certain processes, is animation. There are many films that employ animation. For example, in "The Refining of Crude Oil" one sees the entire set-up of the refinery and the processes which take place in each boiler. Classes that have studied the film, "Refining of Crude Oil" and then visited a refinery have been able to appreciate it very much more, because of their understanding of the processes at work which cannot be observed in any other manner.

All of the advantages of the movie film, as listed above, may be found not only in the 16mm silent, but in the 16mm sound film. In thinking of the sound film one may think of it under three classifications: first, sound which is essentially a part of the picture. Films of this type are "Sound Waves and their Sources," "Fundamentals of Acoustics," "Woodwind Choir," and so forth. In the second group are found the greatest number of sound films at the present time. In this group we have the oral lecture accompanying the film. In the third group is the oral lecture plus a background of sound, generally music.

In determining whether a school can use sound or silent projector to the best advantage, certain items should be considered. First, does the source, or sources, from which one will get material carry a large supply of sound films or silent films? Also, will the budget be sufficient to provide for the purchase of a sound machine and materials to be used in it?

In comparing the silent and sound projectors, the silent projector costs approximately one-fourth to one-third that of a sound machine. The silent film costs one-half the price of the sound film. Generally film libraries charge twice as much, or nearly so, for the rental of sound films. Therefore, if both silent and sound films are available, and there is sufficient money for the purchase of either type of projector, one must also consider the advantages and disadvantages of the silent and sound machine before making a selection.

The chief advantages of the sound film, as summarized by some of the leading educators are as follows: The attention of the student is directed at all times to the important points in the film. The lecture is given authentically and correctly timed. Reading difficulties are reduced to the minimum, because only a few words are presented, and these generally in the title at the beginning of the film. Through the use of the sound film, leading authorities may be brought into the classroom. The sound film may be used either with or without sound, giving the teacher an opportunity to

give his own lecture, if he so desires. The sound film projector is no more difficult to operate than is the silent machine. The sound film makes the situation more life-like to the student, because it appeals to both the visual and the auditory senses.

Educators list the following advantages of the silent film: the silent film is more easily adapted to the needs of a particular grade level. The sound film, according to their ideas, gives all predigested materials. While the silent film may present certain reading difficulties, the sound film also may present certain auditory difficulties. Since the lecture must be given by the teacher using the silent film, the personality of the teacher is not lost, as it is when using the sound film. The silent machine is less complicated and easier to operate. It is more easily transported from room to room.

A consideration of the above facts may be of value to one in the selection of projectors and equipment for use in the school room. It may be well to point out at this time that in selecting projectors one should also take into consideration the fact that a suitable screen should be purchased at the same time, and a room equipped with dark curtains, so that materials may be presented in the classroom to the best advantage. There are many schools which have spent several hundred dollars for projectors and material to use in them, but have not provided screens or curtains. Consequently, a greater portion of the value of the films or materials used is lost to the students.

Careful study of the above factors will enable one to select the projector or projectors best suited to the needs of his school.

## Home Rooms and How They Function in Selected Schools

(Continued from page 196)

train myself to be prompt?" The discussion will bring out these methods:

1. Taking pride in being on time.
2. Forming the habit of being prompt.
3. Never permitting oneself to be late.
4. Getting up as soon as called.
5. Always allowing for emergencies.<sup>1</sup>

The survey of home room programs reveals innumerable instances of their successes, but probably many procedures which have never been "aired out" give more and even better proof that the home room opportunities in the schools of today do include much in addition to administrative and bulletin board devices.

<sup>1</sup> School Review 38: 300-06, April '30.

# Have You Read These?

BY THE EDITOR

Are you growing old, or at least older? Like to live twice or ten times as long, or longer, barring automobile and Fourth-of-July accidents? Have you a "three-score-and-ten" complex? Do you believe that aging is natural or that it is "only a fortuitous concomitant of life?" Maybe you're mistaken about it. One of the most interesting articles we have ever read describes some of the possibilities and illustrates with actual experiments in tissue and organ rebuilding. Barclay Moon Newman's startling "Must We Grow Old?" will be found in the December *Scientific American*.

Whether you agree or disagree with Ye Ed on the justifiability of these events, you will find Troy A. Snyder's "Harbor High's Profitable Community Project: The School Carnival" (*The Clearing House* for November) comprehensive, detailed, and practical.

May be a bit late for this year but at least you can use it for next. Because a church organ broke down and a blizzard raged above the Tyrolian mountains a century ago, we have the beautiful hymn, "Silent Night." Hurriedly written to be sung only once by a humble village choir was "O Little Town of Bethlehem." The origin of "Away in a Manger" and other Christmas favorites are described, as well as interesting current caroling practices, by Winifred and Mary Mould in "The Carols We Sing," *Better Homes and Gardens* for December.

Do you use the "complimentary" mark? Ever been influenced by the "Well-he-tried-hard - so - he-should-have-some-recognition" philosophy? 'Spect so. But even if you don't and haven't, you have at least thought about the matter. And you'll be interested in Cloy S. Hobson's "The Complimentary Mark," *Elementary School Journal* for November. This concise article, among other things, lists in detail the advantages and disadvantages of the plan.

"Re-exams — a Pretense"; "Enter the Coach"; "Eddie Must Play"; and "Football is King," are some of the sub-titles of William Sult's "Majoring in Football," *The School Executive* for November. His interesting and clean-cut story is one that almost any school official can tell—football first, education second.

Do you teach in your own home town? Want to? Have you heard that "the toughest place for a teacher is in her own home town, if it is small enough for her to be known?" Can a known home-towner do as efficient work as an unknown outsider? Many opinions have been expressed on these and related questions, but little objective proof has been offered. In the November *School Review*, W. R. Wimbish and H. M. Lafferty present the results of their investigation under the title, "More Evidence on the Home-Talent Teacher."

According to the Principles and Practices of the NVGA "the investigation of alluring short-cuts to fortune through short training courses, correspondence courses, and vague advertisements of positions is a necessary part of trustworthy educational and vocational guidance." "Gip Training Schools," by T. O. Marshall, Jr., in December *Occupations*.

IF—

You are interested in getting ideas for your school and its work, see (select the appropriate department) the Rural School, Elementary School, Secondary School, or College and University Services of the *Journal* of the National Education Association.

You like to call yourself a progressive teacher, read Abraham Minkus' "False Progressives," *Educational Method* for November and see how you rate.

You are sub, normal, or super patriotic, you'll find Howard Mumford Jones' "Wanted: More Glamorous Patriotism" delightfully refreshing. *The Atlantic Monthly* for November.

You ever think about "Teachers' Rights, Academic Freedom, and the Teaching of Controversial Subjects," William C. Bagley will help you. *Teachers College Record* for November.

You believe that only "foreign nations" have been guilty of unsocial practices and that we have never been guilty, read Fletcher Pratt's "U.S.A., the Aggressor Nation," and change your mind. *The American Mercury* for December.

You believe in mind-reading and associated activities, let George B. Anderson expose them for you. "The Mentalist Racket," *The Forum* for December.

You are an "All-American" fan, you may be convinced of the absurdity of the whole business by reading "The All Americas," Joe Williams, *Scribners'* for December.

# How We Do It

C. E. ERICKSON, *Department Editor*

A principal in a nearby school requires every teacher to sponsor an extra-curricular activity. In addition, the administration of this school often selects the activity the teacher is expected to sponsor.

This school illustrates an indefensible approach to the development of a worth-while activities program. In very few schools is the principle of teacher interest included as a basic factor. In too many schools pupil interest is used as the sole basis for the initiation of these activities. It is equally, if not more, important that teachers have a vital, vigorous interest in the activity they are expected to sponsor. No activity can be consistently successful unless the sponsor is enthusiastic about the activity and its work.

A school, then, should sponsor only those activities in which both teachers and pupils are interested or activities in which they can be interested. This point of view might be more easily indicated by the following diagram.

1. Area of Pupil Interests Only	2. Area of Both Pupil and Teacher Interests	3. Area of Teacher Interests Only
---------------------------------	---	-----------------------------------

The activities program would consist, then, of those projects in Area 2. The activities program would be built upon the common interests of pupils and teachers. This point of view should be kept in mind during the coming year.

## A Vocational and Educational Guidance Program

C. R. CRAKES, *Principal*,  
*Senior High School, Moline, Illinois*

Much has been written and said about vocational and educational guidance programs in secondary schools. Too often schools have attempted an elaborate and extensive program which in the end has failed to accomplish the purposes for which it was organized. After several years of observing how many systems were failing, the Principal of the Senior High School of Moline, Illinois, started out to develop a simple procedure which would satisfy the needs of the senior high school students in his community.

The procedure includes the following steps:  
First, a rather extensive vocational guidance

library was built. Several hundred references were gathered in the school library and cataloged under fourteen classifications. These classifications include Agriculture, Building Trades, Commercial, Engineering, Home Making and Allied Arts, Journalism, Machine and Related Trades, Social and Civil Service, Transportation and Communication, and Miscellaneous. This material has been selected from many sources. It includes special monograph material which is produced by various publishing companies, books, trade journals, and magazines. The list of material is kept up to date, additions are made each year, while certain materials may be eliminated. Lists of this material are mimeographed and filed according to the classification given above.

Second, catalogs from over a hundred universities and colleges have been gathered and the list is kept up to date. Each catalog has a tab fastened in that section which outlines entrance requirements. (This is for handy reference.)

Third, a simple office record interview card includes the following information:

1. Name
2. Date
3. Expects to graduate
4. Vocation of parent
5. Recreational interests
6. Educational interests
7. College
8. Vocational interests
9. Reactions

Fourth, all second semester students are called into the conference room, one at a time. Such work is handled largely by the assistant principal with some help from the principal. Across the conference desk, the student is encouraged to discuss his educational and vocational plans. The counselor does very little talking, but considerable "listening." The student quickly realizes that he has a sympathetic friend in the person of the counselor, and he quite freely discusses his ambitions or day dreams.

The counselor makes a few notes on the front of the record card either during the conference or directly afterwards. On the back a tentative subject matter program is developed for the remaining two years in high school. This program is based on the discussion which is led quite largely by the student, suggestions made by the counselor, and opinions gained from observing the student's



permanent record card, which is on the counselor's desk. The student is then asked to copy this information on his card and to take it home to discuss the whole matter with his parents. He is then given a mimeographed list of references which apply in each individual case. The student is then urged to come back at a later time and discuss college entrance requirements.

As a result of this procedure, we are finding that students are becoming much more interested in planning for their futures. They are also making a more intelligent selection of subject matter courses in their high school careers. An increasing number of parents are becoming more keenly interested in assisting their children in making a more intelligent selection of colleges which will give the desired training.

The writer feels that we are going as far as a public school has any legitimate right to go in the matter of providing educational and vocational guidance. We know that much of the reference material is being read and we know that the students are consulting our educational guidance files. As a result our graduates are becoming more widely scattered throughout the nation in colleges and universities which best meet their training needs. Thus, we hope to foster a more cosmopolitan outlook on the part of the young college graduates who return and establish themselves in this community.

### Solving an Art Problem

J. STUART HOBKIRK, *Principal,*  
*Carthage Grade School, Carthage, N.Y.*

There are many schools all over the country today, in which art and music are taught only as incidental subjects. In many others, over-worked teachers who have no special aptitude for the arts are forced to struggle with the promotion of these branches, which are essential to the well rounded emotional development of the children. The lack of adequate teaching staff has caused many administrators and boards of education to slight the purchase of art supplies and the arrangement of an extensive course in either of these branches because of the small return in the way of results produced. This is an altogether natural reaction, but still it does not solve a problem and provide for the crying needs of the schools. If money is to be expended there must follow worth-while results to justify the expenditure.

This is the situation in which we found ourselves at the beginning of the year 1937. Perhaps our solution is not entirely a new one, but we have heard of no other of the kind and after a year's trial are proud to

believe that we were pioneers in our solution.

An extensive and effective art program in the high school engaged so much of the art instructor's time that there was little left for the grades for which she also was responsible as supervisor. The pupils in the art courses had little of the fundamental art work necessary to the successful participation in the high school art classes, and some of the upper grade teachers were so heavily burdened with regular academic subjects that there was no time left to be used in the teaching of art.

There were periods during the week when all the children were available for instruction and there remained but to find a teaching staff. The art department had several post-graduate and mature students whose schedules were light and who intended following the teaching of the arts as a profession. They were at once interested in helping solve the teacher problem and with the art instructor began to plan for the classes.

With suggestions from the instructor, each student gathered his materials and developed the lessons and methods of presentation. When these plans had received official approval, they were ready for the classes. Well versed in the lessons to be presented, they reported to the upper grade classes in grade school and took over the duties of the teacher, who retired to the rear of the room to work on some of her other school duties. It was important to have the home room teacher present as she still was responsible for the class and co-operated with the student teacher in classroom routine.

This organization was carried out in the fourth, part of the fifth, the sixth, seventh, and eighth grades. Nine student teachers car-

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ried out graded lessons and art projects in these grades. The results were amazing. Interest remained high through the year on the part of both the student teachers and the classes.

One of the student teachers, particularly interested in the phase of testing, developed a test for the evaluation of the work and administered it with success. The work of the combined classes made a fine art exhibit in the spring.

The personal benefit derived by the student teachers was not negligible, for without exception each member became an efficient teacher. The confidence, assurance, and ability to work with others were valuable lessons in themselves. Teaching as a profession had been tested by these young people, and they were convinced that it was their choice before years had been wasted in preparation.

Recently it was interesting to note that two of these students had been accepted with four year scholarships to an art institution, and we are happy in the knowledge that their teaching experience had helped them in their ultimate winning of these compensations. Though not for official credit, each student who so desired received a statement from the principal as to the time spent in teaching and the degree of success attained.

There were some teachers whom nature had not equipped as music teachers. They were happy to turn their music duties over to a talented girl who intends to major in music. These classes were fewer, but the organization was such that one student teacher could handle them. Her success was equal to that of the art students, and valuable work was carried out in the same manner under the music supervisor.

We have made similar arrangements for this year and intend building an even more extensive program upon our foundations. Our volunteers look promising and are eagerly at

work outlining their work and arranging projects.

It seems probable that many schools might experiment with this method of putting over the "arts" with a limited faculty.

## A Student Co-operative Association

MARGARET RUTHERFORD,  
*High School, Amelia, Virginia*

In Amelia High School, the pupils have a well-organized and active S.C.A. (Student Co-operative Association) which meets monthly. At these meetings the entire student body is present and a general business session takes place. However, since the aim of S.C.A. is to mix business with good wholesome fun, it is always someone's task to work out a program of entertainment to follow the business proceedings. This is in the hands of a program committee which is appointed at the beginning of the school year and serves for the entire school term.

In order to have variety and to get away from the cut and dried type of program which has been so overworked, this committee attempts to put on original presentations which require little preparation and talent, but which possess a spirit that makes for school enthusiasm.

This year the committee chose as its theme that of "Impressions" around which the various programs are to be developed. Although the plans are as yet very indefinite and incomplete, the main idea of the committee is to present a series of skits which will enable the students to see themselves as others see them. The following topics are being worked on:

1. Freshman impressions of seniors.
2. Senior impressions of freshmen (before and after—to show what the high



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school environment has done for them after a certain length of time.)

3. Pupil impressions of faculty.
4. Faculty impressions of pupils.

These programs will be supplemented with more timely entertainments at Christmas and on other holiday occasions.

The only one of these topics which has been worked out in detail up to this time is the first entitled "Freshman Impressions of Seniors." This was presented at the last meeting of S.C.A.

The inspiration for this program came as a result of the high school having added to its enrollment about 80 new freshmen for this year. These pupils, who for the first time were making contact with high school methods and discipline, were naturally forming new impressions due to certain characteristics and idiosyncrasies of the upper classmen. With these ideas in mind the following program was developed:

A list of ten outstanding senior names was formulated—outstanding from the point of view of being different, but at the same time typical of pupils found in every senior class. This list included the following personalities:

1. The bookworm.
2. The loud and noisy boy.
3. The primping girl.
4. The talkative girl who has to relate the previous night's experiences to a girl chum.
5. The boy-crazy girl.
6. The athletic boy.
7. The athletic girl.
8. The efficiency expert (bossy).
9. The habitual tardy boy.
10. The sophisticated girl.

Using this list as a guide, ten freshmen who most nearly resembled these types were selected to portray the part.

The scene was made to resemble any morning in the senior home room at the time when the pupils are arriving at school and are entering the room. It extended through the roll call and the opening exercises, and came to a close when an unexpected senior class meeting was announced.

No special costuming was used; only a placard pinned to the freshmen bearing the names of the seniors whom they represented. Different hairdress and small personal possessions were used when necessary.

Each pupil spoke a few lines, typical of the character which he was portraying, and by the aid of pantomime and extempore discourse with one another, he presented his characterization.

The general impression to be gained from this program was to show the seniors how their various actions and habits had been observed by these new pupils. Care was taken

not to include anything which would cause embarrassment to anyone. It was presented with the proper spirit and was received with a spirit of fun and amusement.

## A Department Store

MARVIN L. SNYDER, *London, Ohio*

A unique "department store" at Edison Junior High School, Marion, Ohio, proved advantageous to the school. It is a store where nothing is "sold" and money does not change hands.

Articles of merchandise were collected from various departments, such as dishes from the household arts room, tools from the manual training department, books from the library, and ready-to-wear garments from the domestic art department.

The store was established for business training classes whose members are taught how to sell, how to conduct themselves as customers, and how to work on committees and drives. Arithmetic classes use the store for training in the use of sales books and articles marked to discount reductions. Art classes provide sales tags, price cards, and window display cards. An office force is trained to write checks, make bank deposits and bank withdrawals.

## An Experiment in Faculty Meetings

DEAN FITZGERALD, *Supt., Cardwell Consolidated Schools, Cardwell, Mo.*

Two years ago the teachers of the Cardwell Consolidated Schools formed a local teachers association through which the general faculty meetings of the school are conducted. As in most schools of this type the faculty includes



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elementary teachers and high school teachers, men teachers and women teachers, and rural teachers and town teachers. One of the primary motives in forming such an organization was to unify these groups rather than to segregate or classify them as the above terms might imply. In this respect much has been accomplished during the two years the experiment has been in operation in the local schools.

In organizing the group, the officers of the association were selected from the ranks of the classroom teachers. The administrative personnel remained in the background as much as possible. This policy has continued into the third year of the organization and as a result the teachers feel that it is a teachers association for the teachers.

A small fee is paid by the members each month. The funds thus derived are used for the expenses of the organization. Most of the expenditures are either for food or for traveling expenses of guest speakers. Some money is spent for professional literature.

Meetings are held monthly. Frequently there is a guest speaker, from one of the nearby colleges or from a neighboring school, who is qualified to discuss a topic previously selected by the association. Last year a series of meetings was devoted to a study of guidance. Once a panel discussion was conducted by representatives of four different schools. Each discussed the guidance program of his own system. This was followed by a meeting in which a panel of local teachers discussed some of the guidance problems of the local school. One meeting of the year was devoted to a discussion of the proposed school legislation and its implications before the State Assembly. Another was spent in a study of reading problems. Fortunately, for this meeting the association was able to secure as a guest speaker, a former member of the State Department of Education who has made an extensive study of remedial reading problems.

The meetings of the association are held in the evening in the high school library, with the group informally assembled around the library tables. Only a part of the evening is occupied with such discussions as mentioned above. Usually a brief social program is planned, and the serving of refreshments is included. On special occasions the program takes the form of a banquet. The December meeting has always been the faculty Christmas party and the May meeting usually becomes a picnic, at which the faculty men demonstrate their steak-frying and salad-making abilities.

The first meeting of the present year was purely social and honored the newly elected teachers of the system. On Friday afternoon of registration week the faculty journeyed to

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a lake resort seventy-five miles away for a week-end party. Needless to say, new acquaintances were rapidly made and old friendships were soon renewed. From the standpoint of the purpose of the association as stated in the first paragraph, this was probably the most successful meeting to date.

Some of the other schools of the county are now forming an association similar to this. It is hoped that a joint meeting can soon be held and thus bring about a more friendly feeling not only among individual teachers but among schools as well.

## Honors Awarded

KENNETH CLARK, *Foch Intermediate School, Detroit, Michigan*

A recognized principle in educational psychology is Thorndike's well-known "law of effect" which emphasizes the desirability of setting up situations in which the pupil finds satisfaction. Any educational procedure which tends to make general use of this law is of value in providing an incentive for greater effort resulting in a corresponding increase in the mental growth of the pupil. Foch believes in setting up honors as machinery by which the "law of effect" may be motivated.

It appears to the author that in every progressive school there are two types of honors. These may be classified as formal honors and informal honors. The formal honors are those honors which are recognized as such by the student body and are possible of attainment by only a comparatively few pupils. The informal honors may be obtained by all of the pupils, and they represent the most potent tool in the possession of the teacher because they help to satisfy the fundamental human urge for recognition and status. A common example of the informal honor is the word of commendation spoken publicly to a pupil who has excelled in the completion of any task, or whose citizenship has been particularly meritorious. These honors, judiciously awarded, are an important contribution to the mental hygiene of the pupil and may be won by any individual, no matter what his mental capacity may be. Foch encourages the liberal awarding of informal honors.

Pupils in the intermediate school are keenly aware of social approval or disapproval. They wish to conform with accepted practice. This desire is utilized in Foch by organizing home room groups as nearly alike as possible through homogeneous grouping. This grouping takes into consideration intelligence rating, achievement, age, and size. The school activities are centered in these home room groups and stimulation to correct behavior is furnished through what may be called infor-

mal group honors. These honors consist of a large banner for *punctuality* which is hung on the home room door for the week following 100 per cent punctuality; a *shield* containing stars—small green ones for each week of good behavior in the cafeteria, and a large gold star awarded for four perfect weeks—which is also hung on the door; and *special awards*, such as 100 per cent subscription to the *Courier*, the school paper. The honors make intelligent use of group psychology—the opinions of the pupil's contemporaries are most important; the older people do not know. The children are made to feel responsible for their actions. If any of the honors are missing from the door of their home room, the reason for the omission is discussed during the home room period and an effort is made to have the honor restored.

The formal honors are awarded at the commencement exercises. During the time the pupil is in Foch, certain goals have been set up in various activities and honor points provided to motivate the pupil toward their accomplishment. These goals are in the form of twenty activities which were selected from a tabulation handed in by a group of twenty teachers who were asked to participate in making up such a list. The value of the credit points was arrived at in a similar manner. Under ordinary circumstances the honor points would accumulate from the 7B grade. However, in fairness to those who enroll after the 7B, proportional credit is given to them for the time they are in Foch, and they are in no way penalized.

The following list will serve to show the activities selected and the number of honor points for each:

ACTIVITY	HONOR POINTS
1. One semester of perfect attendance....	10
2. One semester of perfect punctuality...	5
3. One semester best citizen in his home room (boys) .....	15
4. One semester best citizen in her home room (girls) .....	15
5. One semester of outstanding citizenship (not the best).....	10
6. One semester best student in his home room (boys) .....	10
7. One semester best student in her home room (girls) .....	10
8. One semester continuous honor roll (2nd and 3rd card marking).....	10
9. Outstanding boy in his class (American Legion Award—open to the graduating class only) .....	20
10. Outstanding girl in her class (American Legion Award—open to the graduating class only) .....	20
11. One semester outstanding work in a service club .....	10

12. One semester outstanding work in a music club ..... 7
13. One semester outstanding work in any club ..... 5
14. One semester outstanding work in any two sports ..... 5
15. Grade spelling champion ..... 10
16. Best penman in his home room (only in contests) ..... 5
17. Best penman in her home room (only in contests) ..... 5
18. Best oral reader in his or her home room (only in contests) ..... 5
19. Elected 9A class officer ..... 1 to 10
20. Prize winner at any city contests—art, swimming, essay, spelling, decathlon, pentathlon, etc. .... 5 to 15

It is apparent that citizenship is weighed heavily. Each semester the home room teacher and the pupils of each home room select the best boy citizen and the best girl citizen in the home room. This one best boy and girl each receives fifteen points of credit. There is an opportunity for all other members of the home room to get honor points in citizenship because any other outstanding citizen receives ten points of credit.

Certain honors are open only to the 9A's. The American Legion selects the most outstanding boy and the most outstanding girl during the 9A term. The school, naturally, recommends the pupils for this honor. The points upon which these candidates are judged are as follows: scholarship, personality, attitude toward the school, attitude toward others, attendance and punctuality, talents, service, honor, courage, extra-curricular activities, and leadership.

It must be admitted that any boy or girl who stands high in these points must be of unusual merit. Twenty points each are, therefore, awarded to the winning boy and girl.

There are honors awarded for club work. Seven clubs are considered as service clubs and outstanding work in any of them is rewarded by ten points of credit. These clubs are: Library Club, Door Patrol, Tea Timers, Courier Staff, Hall Patrol, Dance Orchestra, Girls' Activity Club, and Safety Patrol.

The music clubs also share in the distribution of honors for outstanding merit, seven points of credit being awarded for outstanding musical merit.

The twelve to twenty having the highest number of honor points in the 9A class receive attractive little sheepskin leather booklets entitled "Honor Certificate." On the page opposite the actual "Honor Certificate" the honor accomplishments of the pupil are listed. The possessor of one of these certificates will undoubtedly find many opportunities to make use of the certificate. One possibility for its use is as a letter of recommendation.

The distribution of these honors is in accordance with Foch tradition. It has a distinct educative value and has become a definite part of the commencement exercises. It lends dignity to the activities of the school and furnishes inspiration for worthy achievement.

## Christmas Gifts at Assembly

ANN MARTIN HOLMES, MACON, GEORGIA

Last year members of my sixth grade received many unusual Christmas gifts. As they had discussed them informally before school with classmates and with me, one of them suggested that a day be set aside when they could bring their presents to school, show them to the pupils in our class, and make any remarks about them that they wished.

They did this during an oral English period, and the display and the talks were so interesting that we decided to share the experience with other pupils in the school. We planned to show the gifts when we directed the next assembly program.

So we built our program around the Christmas gifts, giving the pupils an opportunity to revise their speeches. These speeches had to come up to standards set for a good oral paragraph. They had to be brief, to the point, and clear. In English they were criticized by members of the class, who offered helpful suggestions whenever necessary. Then they were written while others in the class wrote notes of invitation to parents and to other classes in the school. We wanted our program to be short, so we planned to select about six of the best speakers to show their presents and talk on them in assembly. All of this made our entire class conscious of better oral and written English and at the same time they were receiving training in poise and public speaking.

On the day when we led assembly the gifts were placed on a table on the stage in the auditorium. As a pupil showed his gift he discussed it.

Jack showed his chemical set and told of experiments he had made. Billy had an electrical needle for wood burning and displayed several of his pictures illustrating our history lessons. Earl had received a typewriter and was using it as typist on our magazine staff. Clare showed a small hectograph and promised to use it each month in getting out our magazine. Murray had an Indian bag sent to her by an uncle in the West. She told something of the tribe from whom the bag had come. Dan had a trumpet, and he explained the working of the stops. He hoped to become trumpeter for his Scout troop. Hamilton owned a steel construction set and showed a bus that he had made with it.



# Stunts and Program Material

MARY M. BAIR, *Department Editor*

## Short Shorts

Scenes or sketches from "The Sister Years," an allegory by Nathaniel Hawthorne and to be found in his "Twice Told Tales." This can be adopted most effectively as a reading by substituting events of today for those of earlier years as given in the text.

Brief word pictures telling the customs as observed by the various countries in celebration of the New Year. Or, "The Chinese New Year Then and Now," wherein is dramatized a scene of the old time celebration of this greatest of Chinese holidays in contrast with a scene from some section of the war torn country of today.

A brief resumé of the old Roman myth wherein Janus, the god of light and day, became the god of the beginning—the origin of all things.

A group, dressed in style of the period when the formal call was the accepted mode of the time. Members of this group should call singly or in pairs. The host and hostess should be costumed and prepared to receive these New Year's callers in an old fashioned parlor. The conversation should be all in keeping with that "not so long ago" time.

In Henry James' "Portraits of Places" will be found an interesting reading: "An English New Year."

Since the birthday of James Watt comes during the month of January, give a short pantomime of this British inventor and engineer when he discovered the power of steam.

Saint Agnes Eve also comes in January (January 20th) and has long been recognized as a propitious time to foretell the future. Short talks or skits dealing with the various ways of telling fortunes would be interesting and instructive. "The Eve of St. Agnes," by Keats, and "St. Agnes Eve," by Tennyson, make appropriate readings.

Jakob Ludwig Karl Grimm was born in January. Since fairy tales of the most fantastic nature were compiled by Jakob Grimm, in collaboration with his brother Wilhelm, tell something of the works of these brothers. Then enact a modern fairy tale showing the fantastic happenings in store for the year of 1939.

## King of the Bean

After students have done a bit of research concerning the history, significance, and meaning of *Twelfth Night*, have that student who has shown the most interest in this subject write a short essay. See that in this essay all is made clear concerning the change from the sacred to the secular form in observance of *Twelfth Night*, that the old English custom of choosing a "Lord of Misrule" or "King of the Bean" is told.

Since the old custom permitted that man who found the bean within the cake, not only to be king for a night, but to demand the most ridiculous antics to be performed of his temporary subjects, a *Twelfth Night* skit is a ready way to "show off" any talent or to "show up" those who wish to "show off."

Those who are taking part in the skit may all be instructed before hand as to what stunts they may be called upon to perform. That one who is to be king will of course know that he is to be such, even though he seems happily filled with surprise when he finds the lucky bean within the piece he has cut from the cake.

If it is preferred that the audience have some word as to preference to the various stunts, then the king may tell the performer that he is to do what ever stunt John Doe may demand. In a high school audience there will be no lack of ready demands for stunts to be performed by those persons on the platform.

The company of merrymakers may be large or small, but each member should be attired in the period costume. The girl who reads the prologue should also be costumed for the part. After her reading, the company should come on. They are laughing, jesting, and having a merry time when the cake is brought in and, amid many jesting remarks, is cut, one piece by each guest.

From the moment the bean is found the fun increases. The king is crowned with anything from a foil crown to a paper sack and his reign starts at once. The stunts may be impromptu or planned in advance and all should move rapidly. A king's jester can be selected by the king and can add much to the merriment.

The prologue follows.

### THE PROLOGUE

Great lords and gracious ladies  
Pray listen to my song;

And since it is so wondrous short  
It cannot hold you long.

In castles of old England,  
Upon a certain night;  
King of the Bean holds merry court  
With feasting and with light.

'Tis Twelfth Night after Christmas.  
A cake has been prepared.  
And by the merrymakers  
This wondrous cake is shared.

Within this cake of magic  
The cook has placed a bean.  
A king he'll be who draws this prize,  
And he shall choose his queen.

They two shall reign this Twelfth Night;  
Their subjects must obey.  
Do as their good king bids them do,  
Or heavy forfeits pay.

Great lords and gracious ladies,  
Now comes the merry throng!  
I hear them trooping through the halls,  
I needs must end my song.

Long live you lords and ladies!  
Long live the happy queen!  
Long may he live and hold his sway,  
Good old King of the Bean!

## The Old and the New

No saying ere said  
Can be more true  
Than, "The new brings the old  
And the old brings the new."

Have the above quotation written on the blackboard or thrown upon a screen directly back of where the performers are to pass.

Father Time, bent and feeble, moves slowly across the stage. He is muttering to himself: "I bring the new, I bring the new, I bring the new." He is followed by a small boy who represents the New Year and the boy is chanting:

"The gifts I bring are as old as time,  
The gifts I bring are as old as time."

As the New Year leaves the stage, music is heard, "Jingle Bells," and a number of young people in skating togs and ski suits romp merrily across the stage.

So follows "picture" after "picture" until each of the twelve months have been represented. Music and "pictures" may be made elaborate or simple. Naturally a great deal depends upon the talent and facilities available. Music, costumes, and action must be significant of the month to be represented.

Patriotic music and patriotic pictures for February. Wind instruments and a wind blown

scene for March. Rain or Easter scenes for April. May baskets for May. A wedding party for June. Uncle Sam or a "sane Fourth" for July. An "on the beach" scene for August; "school days" for September. An autumn hike for October, and Pilgrims or harvest scene for November. Then the December (Christmas scene) to be followed by the same type of entrance by Father Time and the New Year as we saw them at the beginning of the skit. This time, however, Father Time waits for the little New Year, takes his hand and they repeat:

No saying ere said  
Can be more true  
Than, "The new brings the old  
And the old brings the new."

And somehow we know, as they leave the stage, that things will go on and on much the same as they have been going.

## Indoor Circus

IRENE LOHNES MORAN, *Normal, Illinois*

The circus parade starts off the show, which will probably be held in a gym to get the atmosphere of the spectators seated around the "ring." The parade includes:

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1. The band (dressed in uniform and playing fast, gay tunes).
2. The clowns (infinite variety is possible here; use plenty of rakish make-up, and novel costumes; choose students who will play up to the audience, escort ladies to their seats).
3. The pygmies (small boys and girls, powdered with cocoa and dressed in gunny-sacks).
4. The fat lady (stuffed with pillows, and hauled around in a wagon).
5. The strong man (muscles padded).
6. The tall man (on stilts concealed by long pants).
7. The high diver (appropriately dressed in a showy robe).
8. The "bare-back riders" (on bicycles).
9. A tribe of Indians in native garb.
10. A tumbling team.
11. Tillie, the tight rope walker.
12. Annette, the trapeze artist.

After the parade, the band sits in the bleachers and plays during the show. Acts may be varied to suit the personnel available in your school.

#### SUGGESTIONS FOR ACTS:

Clown baseball is played, without any equipment. The smacking of the hand as the

ball is "caught," the terrific swing of the batter, the catcher or fielder watching the high arch ball—all can be made most realistic. The strong man appears with his trainer and does various stunts with the weights, which about six men have pushed out on a cart, and after taking a lot of applause, prepares to leave the ring. Then, the tiny little trainer, who has been gaping at his big companion, gathers up all the "heavy" weights (which are labelled 1000 lbs, 5000 lbs, etc., in large bold figures) IN ONE HAND, and departs carrying them in one hand and pulling the cart with the other!

Adonis, the flying fish, sets his stage very carefully. First of all, he supervises the placing of several gym mats, making many adjustments before he is satisfied. The ladder (an ordinary step-ladder) is placed with equal care, and finally the attendants bring out a wash basin half filled with water, placing it before the ladder. After much deliberation, Adonis carefully mounts the ladder, impressing the audience by his actions with the difficulty of the feat he is about to perform. He gets to the top, and starts peeling off his robe. He has a full suit and overcoat under it. These come off one at a time, and are folded with great care and handed to his assistant below. Under the suit is a suit of

## *For the Storyteller . .*

by MARY J. BREEN

It is to help the "would-be" storyteller or the storyteller who has had little experience that this practical booklet has been prepared. There are suggestions on the time to tell stories; how to select them; types of stories to tell children of different ages; how to prepare for storytelling; and how to tell stories. A number of perplexing problems are discussed, and to meet the special needs of playground workers a section on storytelling in the playground program is offered.

A very valuable section of the book is the classified list of stories and books for the storyteller prepared with the assistance of Mary Gould Davis, Supervisor of Storytelling for the New York Public Library, and Elizabeth Culbert of the New York Public Library.

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long underwear; under this are a shirt and shorts; under this a full size bathing suit. By this time the audience is gasping for Adonis continues to undress! When he finally gets down to the bathing trunks, he makes great preparations, decides he is "too tired to make such an exacting dive tonight," descends the ladder sleepily and lies down on the mats, falling asleep. The disgusted attendants carry him out.

The "bare-back riders" are dressed in tights and fancy ballet costumes and do stunt riding on their bicycles.

The Indians should do a war dance around an electric camp-fire.

The tumbling team act out pyramids, elephant walks, and various drills.

Tillie walks on a tight rope which is lying flat on the floor.

Annette the trapeze artist performs in an ordinary swing.

The barker is, of course, half the show. He should wear a tuxedo, boots, tall hat, and carry a whip. He must have a loud, clear voice, and a good "line." It is largely up to him to keep the show moving at a fast pace.

## Pep Stunt

E. R. OETTING, Dodge, Nebraska

### CHARACTERS

Dr. Quack	Patient (B.B. Team)
Dr. Seekit	Head Nurse
Dr. Squirrel	Minor Nurses

### SCENE

An operating table holding hammer, telescope, large needle, white cord, long butcher knife, funnel, five gallon oil can, sponge, chamois, shoes with cardboard wings on heels.

The three doctors come to the front of the stage. Each introduces himself:

Dr. Quack:

"I am Doctor Quack,  
A regular duck of a Doc;  
My specialty is lungs  
And on their chests I  
knock—knock—knock."

Dr. Seekit:

"I am Doctor Seekit,  
All ills I easily find;  
My specialty is surgery  
And on their bones I  
grind—grind—grind."

Dr. Squirrel:

"I am Doctor Squirrel,  
I seek a perfect nut;  
My specialty is butchery

And on their flesh I  
cut—cut—cut."

All bow, face right stage.

Dr. Quack (calls offstage):

"Nurse, bring in the patient,  
We fear he's very ill;  
We'll diagnose his ailment  
And amputate the bill."

Nurses carry in table holding patient. Place parallel to stage front. The table must be long enough so dummy feet, sticks of wood with shoes, can be fastened securely at one end or a box may be fastened to the end of the table deep enough that patient may let his feet and legs from knees down hang into box and dummy feet fastened on top of box. The sheet covering the patient will hide the box. Patient has long red balloon in back corner of mouth, and a tin pan on his chest. A mammoth needle threaded with red cord is hidden in pillow case with the needle piercing the case at point by the front ear. Empty cans, etc. are placed behind patient on table under the sheet.

Nurses take places in background and offer assistance where necessary. (This is left to the stunt director.)

Head nurse stands in foreground.

Head Nurse:

"This patient, Dr. Quack,  
Is Mr. X. B. B. Team;  
All season he's been ill,



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No victory can he win."  
or  
" 'Twas just a week ago,  
No victory could he win."

Dr. Seekit: Gets telescope from table, elongates it, listens to heart, then to lungs. Gets hammer and thumps chest (on pan). Returns hammer and gets pin (concealed).

"Stick out your tongue."

Patient blows up balloon. Dr. S. examines it carefully, finally pricks it with pin. Turns to the other doctors:

"I find his heart is sound,  
He has an inflated tongue;  
And only two cylinders missing  
In an otherwise good lung."

Dr. Squirrel: Has a marble concealed in his hand. He examines the patient's head, finally climbs on table, puts his knee on patient's chest and pretends to take eye out. Holds marble up to light, looks at it, puts eye back. Examines other eye also. He gets needle and thread, pretends to put it in back ear. Pulls out red cord from front ear.

"I find his eyes are glassy,  
His nose in the proper place;  
His head is perfectly normal,  
Of brains there's not a trace."

Dr. Quack: Raises sheet from back of table folding into a ridge down center of patient. Gets a knife and pretends to cut a slit in patient's stomach from which he pulls whole fruit, cans of canned goods, string of wieners, etc. Begins to examine feet. Patient, who has been quiet to date, yells and groans.

Doctors hold a consultation.

Dr. Quack:

"The patient's ills are minor,  
He's surely had plenty to eat;  
But this is not his ailment,  
It's only a case of defeat."

Dr. Quack carries suit case containing saws, knives, steels, etc. to the table. The three doctors saw off the wooden feet while the nurses give the anaesthetic with the sponge, chamois, funnel, and oil can. Make the operation business-like, gruesome, but funny to the audience. Place a waste basket into which the feet may fall.

Dr. Seekit:

"Nurse, we'll now experiment,  
The medical world will buzz;  
We'll graft the feet of Victory  
Where sore Defeat once was."

Nurse: Brings shoes from table, doctors put them on patient's feet who leads the rest on a victory march through the aisles as they chant:

"Are we all dead yet?  
Are we all dead yet?  
No, by heck, there are a million of us yet."


This stunt may be called "The Amputation of De-Feat."

### Whom Do I Call Educated?

Whom, then, do I call educated? First, those who control circumstances instead of being mastered by them, those who meet all occasions manfully and act in accordance with intelligent thinking, those who are honorable in all dealings, who treat good naturedly persons and things that are disagreeable, and furthermore, those who hold their pleasures under control and are not overcome by misfortune, finally those who are not spoiled by success.—*Isocrates.*

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# Parties for the Season

EDNA E. VON BERGE,  
Department Editor

## Personality Parties

*"Easter time is the time for eggs,  
And eggs is the time for Easter."*

Remember the snappy, happy tune that accompanied this little song in a Walt Disney technicolor come-to-life cartoon? Some one ought to write an equally catchy tune to a saying which likewise never grows old.

*"New Year's time is the time for resolutions,  
And resolutions is the time for New Year's."*

Resolutions are made in fun, seriously, or habitually year after year. One doesn't resolve for the New Year to do something which is already an established fine habit, but seeks to cultivate a new desirable one or break the undesirable one. If the reader has observed the recent trends in books, there is no doubt an awareness that innumerable ones deal with the highly important problem of "Charm and Personality" in contributing to social and business success.

An excellent resolution for the coming year might go something like this: "I resolve to improve the old, develop new, and eliminate the poor personality traits."

That's a big order requiring concentrated effort to prevent such a resolution from going the way of many others previously made. The question then arises, "How is this possible?" According to H. C. Link in his personality book, "The Rediscovery of Man," the greatest contribution towards the building up of an effective personality comes through social dancing, physical games, and competitive sports. This, then, is a grand excuse for those who enjoy planning or participating in parties, for they make possible these personality practices. (And this applies to teachers as well as pupils.) Begin the New Year right, then, with a party making possible the active participation of the guests. This is how it is done.

### PITCH-IN PARTY

The very name suggests activity, from the beginning to the end. There is no guess as to what is expected. The guests pitch in to make the party successful.

A printed or typed note to insure ready deciphering is thumb tacked by the door bell or entrance to the party room.

*"Through the hours you spend here  
You'll get no attention.  
You must wait upon yourself."*

That I'd like to mention."

(WALK IN) The door is unlatched.

The hostess or committee pay no attention to the gathering guests, they stand around in groups talking indifferently, reading magazines, or otherwise occupying themselves. A further sign just inside the door gives further directions.

(LADIES—GIRLS—or LASSIES)

"Around the corner, up the stair  
My wee bedroom (or cloakroom) you'll find there.

Powder noses, park your frown,  
Comb your hair, and then come down."

(Another note tucked into the mirror so it won't be missed gives further directions.)

"Please don't stay up here too long;  
Hurry on downstairs.  
Find yourself a comfy place  
On davenport or chairs."

In the meantime the men will be directed by a note which says,

"Hang up your coat and park your smart hat,  
When you've located the place where they go.  
Straighten your tie and slick up your hair;  
Come and be friendly with friend or with foe."

As the guests gather, you can just depend upon it that there will be a lot of chatter, a heap of questions, speculations, and laughter. All will be wondering what comes next with such a start. Fine! You have the ice broken and the needed interest for what follows.

When the guests have all arrived, they draw slips which give further directions. If the group is large, several may choose a slip which bears the same instructions, and the work then is done co-operatively. These verses pertain to bridge, but may be changed to fit most other types of entertainment.

Bridge scores, markers, cards and pencils  
We can't do without.  
Search and hunt all over.  
They're hidden 'round about.

There are tables in the corner  
Of the room next door.  
Set them up for playing,  
For that is what they're for.

You must make the tallies,  
One for every guest.



Needed cards and pencil  
You'll find on the desk.

In the other room you'll find  
Covers for the table.  
Find them please and put them on.  
For this task you're able.

You must set the tables  
With all the silverware.  
Fill the cream and sugar  
And handle them with care.

You must carry in the plates, just one for  
every guest.  
All you do is set them down, and they'll tend  
to the rest.

When with eating we are through, here's a  
duty you must do.  
Put the chairs where they should be,  
Fold the tables carefully.

Dishes must be washed and dried, silver  
cleaned and laid aside.  
Choose your partner for this task, do it well  
is all we ask.

Cups by some one else are filled, please be  
sure that none is spilled,  
On the table to the right, place for each guest  
tonight.

Dry the dishes, dry them well, shine them up  
all slick and swell.  
If you do it well, why then, we'll invite you  
here again.

You must carry out the plates, cups and  
saucers too.  
Stack them in the kitchen please, when the  
meal is through.

If you doubt that this makes a hilarious  
affair, just try it out. The idea is adaptable  
to large school groups by making a few ad-  
justments. Guests similarly draw slips upon  
arriving, indicating their duties. One group  
decorates the party room. (Suitable decora-  
tions are in readiness. For New Year's blue  
and white make an effective color scheme.  
Balloons which become toys later in the eve-  
ning fit in well.)

One group plans the games and entertain-  
ment. (Game books, pencils and paper, prizes,  
etc., are on hand. A list of games may be writ-  
ten out on a slip of paper, with needed prop-  
erties, and the group responsible for the or-  
ganization.)

One group prepares the refreshments. (The  
menu is planned in advance, the foods in  
readiness. Imagine the fun when all boys have  
chosen these slips.)

One group sets the tables and arranges for  
serving at the proper time. Dishes are of  
course at hand.

One group washes the dishes and another  
sweeps and cleans up the room.

The scene of the party will hum with ac-  
tivity and charm and personality will natu-  
rally be turned on full force by each individual.

### Ring Out the Old— Ring in the New

Analyze that and the rightful conclusion is  
that one can't look forward to the new with-  
out looking back upon or considering the old.  
Two New Year's parties which appropriately  
carry out this idea are:

#### 1. BACKWARD-FORWARD PARTY

Just as the name implies, guests are re-  
quested to wear at least a part of their clothes  
backwards. Suitable games are played back-  
wards (try musical arms instead of musical  
chairs with part of the group standing in the  
center of the room in twos and outside arms  
extended to be grabbed by those marching  
around backwards.) Guests enter the room  
backwards; refreshments are served first in-  
stead of last; or if an entire meal is served,  
the dessert is served first and the soup last.  
The last half of the party becomes forward,  
with guests adjusting their clothes properly  
(provisions of course being made for this  
change) and entertainment being new and not

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which men and women are called to  
speak. More than that, it has a  
unique plan of organization by which  
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be brought into a talk or toast. In  
fact, it provides a clever speech—  
ready-made, yet original—for any  
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## School Activities

Topeka, Kansas

old. The Lambeth walk, which is a new activity, will be fun especially if there are many who do not know how it goes. Someone with a knowledge of clever, easily learned folk dances might be called upon to teach the guests new dances.

## 2. GAY NINETIES PARTY

A combination of the old with the new. If you invite guests to wear something gay-ninety-ish you'll no doubt have many, of the girls especially, coming in dresses that are definitely 1938-ish but looking very much like the gay nineties with hoop skirts and bustles which have taken the fashion world by storm. Even the hair will be piled up high. Other guests will come in honest-to-goodness old fashioned clothes resurrected from the attic and with the moth ball fragrance still clinging to them. Those wearing the very old garments will no doubt have interesting tales to tell about them. Prizes for the best one may be given. A fashion parade of the grand march type will give judges an opportunity to select the funniest, the prettiest, the most becoming, etc., and present prizes for them. Old fashioned games and entertainment will of course be fitting and include the Virginia Reel, waltzing, spelling bee, the singing of old songs around the piano, and charades. Refreshments may be a combination of the old with the new; for example, baked apple (old) —pastry tube cookies; or plum pudding (old) with colored whipped cream (new).

A good mixer for any New Year's party is a game requiring the expenditure of a great deal of activity. Be prepared for a tremendous amount of noise—the place goes wild when it is played. If the group is large, then just a few may participate and the rest must look on. Or groups with a captain for each may be formed and the group work together. If the party is small, then each guest must play for himself.

Hidden around the room are small slips of paper, each containing one of the letters in the words, "Happy New Year." At a given signal the individuals or groups begin the search for these letters, but the excitement is increased because no one may pick up a letter until the previous one has been found. It is brought to the captain, or if the group is small, each member puts his on the floor, runs for the next letter, adds it to the first and so on until H-A-P-P-Y N-E-W Y-E-A-R is spelled out. Obviously, a great many slips must be hidden if the group is very large. This particular game makes either a fine beginning because it breaks the ice, or a fine hilarious ending.

Plan or attend any of these New Year's parties, and you'll be sure to have a very happy beginning to a very Happy New Year.

## Friday the Thirteenth

MARY HELEN GREEN

It's Friday the thirteenth! Something is going to happen. Dish cloths, forks, and knives have been dropped. Company must be coming from all directions. To be sure, it's a great day for a party. Superstitions galore! What a lucky day!

At the entrance there is a ladder under which all guests must pass; over the door is a horse shoe, its curve downward to insure good luck; inside the ball is the hostess dressed in the costume of a black cat.

Through the rooms are such articles, pictures or symbols as remind the guests of familiar superstitious ideas. A listing of these will make a lively mixer. Here are a broken mirror, a four-leaf clover, a hairpin, an open umbrella, a crescent moon, a star. Scissors stick up in the floor, a pin points toward the finder, a penny beckons, salt spills over the ta-

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ble. Calendars are calling attention to Friday, January the thirteenth; to February the second; to March the first. Pictures suggest knocking on wood, shaking hands crisscross, stubbing one's toe, having a blister on the tongue.

Since Friday the thirteenth is known as Hangman's Day it would be appropriate to play Hangman, the game which is so popular



among school groups today. Group Hangman is played by having a representative be the Hangman and the players, starting with number one, take their turn in guessing the desired word or words.

The girls may be tested on their ability to balance thirteen beans on a knife. Groups for this game can be chosen by counting the number of buttons on the girls' dresses to determine whether they are to be old maids (zipper or snap fastening) or to marry a:

Rich man, poor man, beggerman, thief,  
Doctor, lawyer, merchant, chief.

The boys will appoint themselves as first assistants. Since the numbers will probably be uneven, representatives of each group may be selected to take part in this game. The popularity of the old maids will cause no end of fun.

With very little preparation horseshoe equipment for a parlor game may quickly be provided. The boys will be especially interested in this.

Poor pussy as a costumed individual should come in for her fun. The old familiar game of the same name still brings forth many a laugh. A tag game in which pussy breaks the spell of the chase by going between the runner and the one who is doing the chasing also honors the cat.

To collect news about the guests it is necessary to try out just a few well-known superstitions. If there are basting threads on their garments payments are not completed. (Threads may be secretly added after the

guests arrive.) White spots on the fingernails may spell lies or foretell:

Friends, foes, letters, beaux, journeys to go.

Refreshments are served to groups of thirteen, each receiving thirteen things including minor articles as toothpicks, napkins, or water. For more interesting items, the following list may suggest possibilities:

Good luck salad  
13 Island dressing  
Clover leaf rolls

The good luck salad is molded in the shape of a horseshoe. The dressing has thirteen ingredients. Which group is able to guess all of them?

Pickles may be served for the love sick; pie for those who save the point until the last; tea for those who wish their fortune told from the grounds; coffee for those who hope to find money floating on the top; apples for those who must count the seeds to the rhyme of "One I love"; oyster stew for those who feel it is safe to eat oysters only in months containing an "R"; crusts for those who desire curly hair; and carrot straws for those who wish to encourage a lovely complexion.

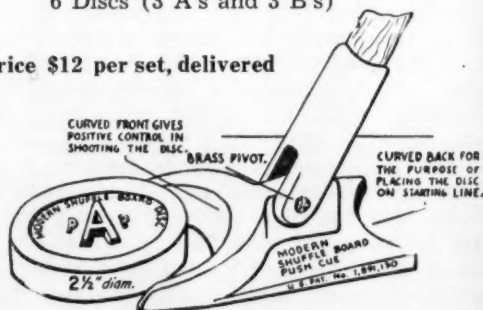
As a parting favor, just to insure a safe journey home, all guests should be protected by a rabbit's foot.

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# *New Helps in the Field of School Activities*

● **HOW TO BE A LEADER**, a book by George D. Halsey, published by Harper and Brothers. The thoughts presented in this book will be helpful to the key people in any democratic set-up. "Understanding and Influencing People," "Ten Attributes of Leadership," and "The Art of Making Meetings Interesting," are chapter titles suggestive of the book's content. In every school are students and teachers who need to know How To Be a Leader.

● **ADJUSTABLE JACKETS FOR SCHOOL BANDS**. Because of the difficulty in transferring fitted coats from one student to another, many schools have been purchasing band capes. However, the cape does not have the military appearance so often desired. This year, the Collegiate Cap and Gown Company has brought out a fitted jacket that is adjustable and is worn under the cape. This presents a full military appearance, costs less than the fitted coats, and can be transferred from one student to another because of the adjustments which can be made in the back.

● **CONTEST READINGS FOR THE GRADES**, compiled and edited by Ivan B. Boyd, is published by the Ivan Bloom Hardin Company. To meet the need for available material in readings of merit and along the proper level of achievement for elementary grades, this book has been produced. It is divided sectionally for grades one and two, three and four, five and six, and seven and eight. There are twenty-five readings in each section, ranging from simple little verses and monologs for the beginner, up to five-minute and eight-minute humorous and dramatic readings for the higher grades.

● **STREAMLINING THE COMMENCEMENT**, by Grace Crisman. Published by The Extra-Curricular Publishing Company, Keokuk, Iowa. 161 pages.

"Man may come and man may go but the old fashioned graduation program goes on forever"—in some schools. In others it doesn't. And this book is a story of the experience of one enlightened school in which it didn't.

The text, procedures, and other essential details of five programs developed and presented—"Educational Milestones in Our Town," "The Achievement of an Aim," "Youth and the Problems of Today," "Horace Mann: Prophet of Education," and "The West in Song and Story"—are included.

The titles of Part I, "How We Did It," and

Part II, "What We Did," will indicate that this is not a treatise of theory but a description of actual practice. Part III, "Looking Forward," briefs two additional programs—"The Trial of Modern Education," and "Shall We Fight"—both of which are almost always appropriate.

If you are seeking light on a vitalized graduation program for next spring, take a look into this timely and practical volume.

● **RECORDINGS OF POETS' READINGS**, through the efforts of the National Council of Teachers of English, bring to schools the voices of contemporary poets. Robert Frost in "The Death of the Hired Man," "Mending Wall," and "Two Tramps in Mud Time," and Robert P. Tristram Coffin in "The Secret Heart," "The Fog," and "The Lantern in the Snow" are suggestive of these recordings. They also offer Vachel Lindsay's stirring reading of his famous poem, "The Congo," which so delighted his audiences during his lifetime.

● **SOUND SERVICE FOR SMALLER SCHOOLS**. A new sound system, especially designed to provide for every radio and sound requirement of the modern school of from 20 to 120 classrooms, has been announced by Ellsworth C. Dent, RCA Victor's Educational Director. The new instrument includes two radio receivers, phonograph, microphone, and two-way communication with any or all rooms. It provides for recording and playback of speech, music, or radio programs. It includes an electric clock, a standard meter to aid in regulating the volume of both recording and reproduction, and two monitoring loudspeakers, one for each of its two channels.

● **THE BOOK OF ORIGINAL PLANS AND HOW TO GIVE THEM**, a book by Horace J. Gardner and Bonneviere Arnaud, published by Lippincott. These plays are suitable for most organizations and for persons of all ages. The most outstanding feature of this book is Part I, "Off-stage Activities," which discusses the organization of a group about to give a play. Here the authors list the various people needed in the production of a play, their duties, the selection of the cast, and general preparations for the actual performance. This is a good all-round book for organizations with limited experience in play production.

## Comedy Cues

### PLEASE, YOU READ IT TO ME

A rite suite little buoy, the sun of a grate kernel, flue up the rode swift as eh dear. After a thyme he stopped at a gnu house and wrung the belle. His tow hurt hymn and he kneaded wrest. He was two tired to raze his fare, pail face. A feint mown of pane rose from his lips. The made who herd the belle was about to pear a pare; but she through it aside and ran with awl her mite for fear her guessed woud knot weight. But wen she saw the little won, tiers stood in her blew eyes at the site.

"Ewe poor deer! Why due yew lye hear? Ewer dyeing, aye fear."

"Know," he said, "Isle soon bee awl rite; butt now I'm feint to the corps. Eye caught too bee' shone a quite plays."

"Aisle dew my best four ewe; neigh, moor!" she cried, fore her hart was full of whoa.

Sew she boar hymn two a rheum wear he mite be a loan, gave hymn bred and meter, held cent under his knows, tide his choler and beau, rapped hymn warmly, gave hymn a suite drachm from a viol, till he went fourth hail and well as a young hoarse. His eyes shown, his cheeks were as read as a flour, and he gambled a hole our. Hears the end of hour tail.—*Texas Outlook*.

Jack: Doctor, I'm afraid that I'm going to die."

Doctor: Nonsense, that's the last thing you'd ever do."—*School Music News*.

### WHY MANDY TRIBULATED

Mandy Walker, a Negress who washed for a Mrs. Frisk, came one day with a tale of woe calculated to awaken pity in the hardest heart.

"Cheer up, Mandy," said Mrs. Frisk consolingly. "There's no use in worrying."

But Mandy held other views. "How come dere's no use in worrying?" she asked. "When de good Lawd send me tribulation, He 'spects me to tribulate, don't He?"—*Texas Outlook*.

### ADAPTABILITY

A doctor had an urgent phone call from a gentleman saying his small son had swallowed his fountain pen.

"All right, I'll come at once," replied the doctor. "What are you doing in the meantime?"

Came the answer, "Using a pencil."

—*Becker County Beacon*.

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